DOCUMENT RESUME

ED 044 417 TE 002 118

TITLE Student Selective Series for High School English.
INSTITUTION Flint Public Schools, Mich.
PUB DATE Sep 70
NOTE 293p.

EDRS PRICE EDRS Price MF-$1.25 HC-$14.75
DESCRIPTORS Behavioral Objectives, Course Content, Course Objectives, *Curriculum Guides, *Elective Subjects, *English Education, Listening, Nongraded Classes, Reading, Relevance (Education), *Secondary Education, Speaking, Writing

ABSTRACT

This English curriculum guide describes over 40 content-centered high school courses grouped according to five difficulty levels for each of which specific reading, writing, listening, and speaking objectives are offered. It is oriented to the interests of students and covers such subject matter areas as Heroes, the Harlem Renaissance, America: Problems and Promises, Mythology in Literature, and Notetaking and Research. For each individual course, the guide includes a brief course description, behavioral objectives, lists of instructional materials, a suggested course outline, and suggested activities. No course has pre-requisites and the student's concern with his educational needs acts as the chief control for his selection of specific courses. (DD)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED044417

STUDENT SELECTIVE SERIES

for

High School English

TE002118

FLINT COMMUNITY SCHOOLS
FLINT, MICHIGAN

September 1970

ED044417

TE 002 118

Preface

> "The present moment is significant, not as the bridge between past and future, but by reason of its contents, which can fill our emptiness and become ours, if we are capable of receiving them."
>
> Dag Hammarskjold   Markings

The process of education goes on, not in the curriculum guides or in the plans of instructors and administrators, but in the individual human beings who get up and come to school everyday. Students are serious about their own education; when given the opportunity they make responsible choices.

This curriculum provides content-centered courses keyed to the interests of students. It is based on the belief that "if all students are helped to the full utilization of their intellectual powers, we will have a better chance of surviving as a democracy in an age of enormous technological and social complexity."

Jerome Brunner
The Process of Education

This program consists of over forty courses covering specific subject matter areas arranged in five series of ascending difficulty in reading level. No course has any pre-requisites. On the basis of the course description students select courses which interest them. Counselors and instructors assist individuals in working out a well balanced high school program. The student's own concern with his educational needs acts as the chief control for selection of specific courses.

Since the philosophy of the curriculum focuses on the student and his interests, the courses have been written so as to secure maximum student involvement. The responsibility of the student as learner is primary. The teacher's role is to structure the classroom experience to encourage the student's participation in the act of discovery.

The High School English Student Selective Series was written and developed by the English Department of the four senior high schools.

The courses will be revised by staff on a continuing schedule as student interests and needs change.

SUCCESSFUL ENGLISH - 5

Unit III Theme: Something Strange

Reading, writing and oral activities revolve around things that are not what they seem to be: weird creatures and impossible happenings.

Books

SOMETHING STRANGE (Gateway Level III)
PICTURE OF DORIAN GRAY
DR. JEKYLL AND MR. HYDE
VISIT TO A SMALL PLANET (in TEN SHORT PLAYS AND BEST TV PLAYS)

Tales by Edgar A. Poe
THE SKIN OF OUR TEETH (Three Plays by Thornton Wilder)
TURN OF THE SCREW

Films

Records

"Tales of Edgar Allen Poe"

Suggested Procedure:

It is unnecessary to delineate a daily or weekly outline for these three units as the Teacher's Manual for the Gateway Level III does an excellent job of it.

The Student's Manual also has many suggestions for student activities, as does COMPOSITION: MODELS AND EXERCISES 10.

The films and other suggested materials may be inserted at the teacher's discretion.

BEHAVIOR OBJECTIVES

Series I

Objectives for Series I

Reading

Student will be able to display comprehension of reading as measured by an SRA test of recall on any reading selection from level green in SRA Lab IIA.

Student will be able to display comprehension of the reading materials used in the course during the semester as measured by a Cloze test on any novel or short story that has been taught in that class.

Student will be able to display comprehension of the reading material used in the course as measured by a teacher-made quiz of several content questions over a short reading assignment.

Student will display a value for written experience as measured by his willingness to participate in oral reading.

Writing

Student will be able to display knowledge of capitalization of proper names, places, days of the weeks, months of the year, and titles of books or movies, as measured by teacher dictation which includes several examples of each.

Student will be able to display comprehension of a sentence unit as measured by a dictation of five simple sentences in which he is able to supply all capitals and periods.

Student will be able to display knowledge of the conjugation of the verbs BE, HAVE, and DO as measured by a Cloze test in which different forms of these verbs have been omitted.

Student will be able to demonstrate knowledge of the correct formation of written letters as measured by his ability to write a half page that is legible to the teacher.

Student will be able to verbalize personal ideas and emotions as measured by teacher judgement of a student journal.

Listening

Student will be able to display auditory comprehension as measured by his response to questions on a McCall-Crabbe tape with no more than two errors.

Student will be able to demonstrate comprehension of oral instructions as measured by teacher observation.

Speaking

Student will be able to demonstrate a comprehension of oral English by reading aloud one paragraph from a text used in class with no more than two errors.

Student will be able to demonstrate application of controlled group behavior, such as raising hands before speaking and speaking one at a time, as measured by teacher observation.

Student will be able to respond positively to a small group situation by contributing ideas and experiences to that group as measured by self report.

Students will display characterization by role playing and oral reading of short plays as measured by teacher observation.

EFFECTIVE ENGLISH

Course Description

Readings in American Culture will serve as basis for the development of discussion, writing, and listening skills.

Behavioral Objectives

Reading

Student will be able to display comprehension of reading as measured by a teacher prepared test of recall of selections read during the course.

Writing

Student will be able to display knowledge of capitalization of proper nouns as measured by teacher dictation which includes days of week, months of year, titles of books and movies, names, etc.

Student will be able to display comprehension of a sentence unit as measured by a dictation of a short paragraph in which he will supply capitalization and end punctuation.

Student will be able to display knowledge of the conjugation of verbs studied during the course as measured by a Cloze test in which different forms of these verbs have been omitted.

Listening

Student will be able to display auditory comprehension as measured by his ability to respond to teacher prepared questions to an oral reading selection administered by the teacher.

Materials

Basic Dictionary Skills
Basic Reading Skills for High School Use
Improving Patterns of Language Usage
Cities Kit
Coping
Comedy Round-Up for Teenage Actors
English Grammar and Composition (10th)
Favorite Poems and New
A Family is a Way of Feeling
Living Your English (10th)
On Target

Materials (Con't.)

Reader's Digest Skill Builder's (Assortment)
Scope Reading Book I
Teenage Tales
Twenty Days to Better Spelling
Who Am I?
Yellow Eyes
I've Got a Name
Mirrors

Suggested Weekly Procedure

Monday

A. Spelling list introduced and words discussed.
B. Short writing assignment based upon a theme secured from previous week's reading or some topic the teacher chooses. Writing skills that have been taught should be emphasized in the writing sample.

Tuesday

A. Write spelling words in sentences -- teaching writing skills, punctuation, sentence structure, etc. as needed.
B. Reading lesson selected from Unit theme.

Wednesday

A. Oral discussion of spelling words.
B. Reading lesson selected from Unit theme or Grammar, Usage, Writing skill lesson based upon errors discovered in Monday's writing sample or Tuesday's sentences.

Thursday

A. Trial spelling test (student's check each others papers)
B. Return Tuesday's sentences for correction and filing by student in prepared folder.
C. Reading assignment for students that finish correction.

Friday

A. Spelling test
B. Return Monday's writing for correction and filing by student in prepared folder.
C. Reading assignment or free reading for student that finishes corrections.

EFFECTIVE ENGLISH - 3

Unit I Theme: A Family is a Way of Feeling

Materials:

A Family is a Way of Feeling
Teenage Tales -- Book A
" Book I
Basic Reading Skills for High School Use
English Grammar and Composition (10)
Living Your English (10)
Scope Magazine
Student Manual for Gateway Level I (To be purchased by the student)
The Flint Journal

Suggested Activities:

A. Teacher's Manual, Gateway Level I has suggested lesson plans for teaching reading selections in A Family is a Way of Feeling.
B. Teenage Tales, Basic Reading Skills for High School Use and Scope Magazine also contain suggested activities for each reading selection.
C. Use films and projectuals (See I.M.C. catalogue and F.P.L. catalogue)

Unit II Theme: Who Am I? is a Way of Searching

Materials:

Who Am I?
Scope Reading Book II
Basic Reading Skills for High School Use
English Grammar and Composition
Living Your English (10)
The Flint Journal
Scope Magazine
Comedy Round-up for Teen-Age Actors

Suggested Activities:

A. Teacher's Manual, Gateway Level I has suggested lesson plans for reading selections in Who Am I?
B. Scope Reading Book II and Basic Reading Skills for High School Use have suggested activities for selections.
C. Films and projectuals listed in I.M.C. and F.P.L. catalogues.

EFFECTIVE ENGLISH - 4

Unit III Theme: A Person is a Way of Being

Materials:

- I've Got A Name -- kit
- Mirrors
- Basic Reading Skills for High School Use
- English Grammar and Composition (10)
- Living Your English (10)
- Scope Magazine
- The Flint Journal

Suggested Activities:

A. I've Got A Name kit Teacher's Manual has lesson plans for its use.
B. Teacher will design activities for selections in Mirrors.
C. Films and projectuals listed in I.M.C. and F.P.L. catalogues.

Unit IV Theme: Coping is a Way of Acting

Materials:

- Coping
- On Target
- Basic Reading Skills for High School Use
- English Grammar and Composition (10)
- Living Your English (10)
- Scope Magazine
- The Flint Journal

Suggested Activities:

A. Teacher's Manual Gateway Level I has lesson plans for selections in Coping.
B. On Target and Basic Reading Skills for High School Use have suggested activities for the selections found there.
C. Films and projectuals -- I.M.C. and F.P.L. catalogues.

Unit V Theme: A City is a Way of Living

Materials:

- Cities kit
- Scope Magazine
- The Flint Journal
- Basic Reading Skills for High School Use
- Living Your English
- English Grammar and Composition (10)

EFFECTIVE ENGLISH - 5

Unit V (Con't.)

Suggested Activities:

A. Cities kit Teacher's Manual has lesson plans for its use.
B. Teacher designed activities using Scope and The Flint Journal.
C. Films and projectuals listed in I.M.C. and F.P.L. catalogues.

ADVENTURE AND ROMANCE

Behavioral Objectives

Reading

Student will be able to display comprehension of materials read silently in the course as measured by teacher-made test of several content questions covering a short reading assignment.

Writing

Student will demonstrate application of writing skills as a means of reacting to ideas by writing approximately three sentences of personal response to a short reading selection.

Speaking

Student will be able to display knowledge of oral reading skills, reading aloud dramatic selections in New Worlds of Literature and Raisin in the Sun, as measured by teacher judgement.

Listening

Student will display auditory comprehension of the reading materials used in this course as measured by their responses to several content questions following a short selection read aloud by the teacher from New Worlds of Literature.

Course Description: This course is designed

- To expand the student's reading experiences,
- To help the student learn to identify with fictional characters and situations, and
- To help the student develop deeper insight into himself and others.

INSTRUCTIONAL MATERIALS

Books

New Worlds of Literature, Halliburton & Pelkonen, eds.
On Target, Humphreville & Fitzgerald, eds.
Teen-Age Tales, Book 6, Strang and Melnik, eds.
A Raisin in the Sun, Lorraine Hansberry (Signet Book)
Sabre Jet Ace, Charles Coombs
North Town, Graham PB
South Town, Graham PB

Scope Magazine, (to be used one or two days each week)

ADVENTURE AND ROMANCE - 2

Films

"Boundary Lines"	IMC	S-118	10 min.
"Toy Maker"	IMC	L573	15 min.
"No Man Is an Island"	FPL	C-76	29 min.
"Have I Told You Lately that I Love You"	FPL	B-212	16 min.
"Family"	FPL	B-37	20 min.
"Chairy Tale"	FPL	A-1	10 min.
"Adventures of Chico"	FPL	C-34	55 min.

Records

"Anthology of Negro Poets", Langston Hughes, et al.,	Folkways #9791
"Best of Simple", Langston Hughes,	Folkways #9789
"Dream Keeper", Langston Hughes,	Folkways #7104
"Reflections on a Gift of Watermelon Pickles",	Folkways #11007

Unit I Theme: Getting Along with Friends and Acquaintances

Readings

"Chicken!"	NWL	P. 87
"Runaway"	NWL	P. 133
"I'll Give you Law"	NWL	P. 7
"A Sailor's Christmas Gift"	NWL	P. 17
"T.J.'s Farm"	NWL	P. 178
"A Choice of Weapons"	NWL	P. 220
"First Day of School"	NWL	P. 21
"Running Rebel"	NWL	P. 349

Audio-Visual

Film: "Chairy Tale"	FPL	A-1	10 min.

Suggested Activities

Read aloud "The Runaway" (P. 133, NWL) to the class as they follow along.

- Divide class into three groups, one for each of the three main characters.
- Each group should list in order everything the character did in the course of the story.
- Teacher will then put these three lists on the board.
- From the actions of the boys, the class will decide:
  (1) Did the boys get along with each other? Why or why not?
  (2) Did the boys get along in their community? Why or why not?

(What do you think will happen to each after the story ends? Will any of the boys get along in the world? Why or why not?)

View the film "Chairy Tale."

- Have students make believe the chair was another person and write one sentence which expresses what the chair was trying to say to the man.

Unit II Theme: Getting Along With Your Family

Readings

"Alone"	OT.	P. 88
"Memories of Christmas"	NWL	P. 173
"Hanukkah"	NWL	P. 202
"All the Years of Her Life"	NWL	P. 411 (optional: more difficult)

Teen-Agers in Their Families, 2 selections, TAT

Audio Visual

Film:	"Have I Told You Lately that I Love You?"	FPL	B-212	16 min.
Film:	"Family"	FPL	B-37	20 min.

Suggested Activities

Ask students to divide a sheet of paper into three columns, and label them:

- Families Should Do Together
- Families Can Do Together Sometimes
- Families Should Not Do Together

Dictate a list of activities and have them list each activity under the proper heading.

The list might include: eat dinner, go to church,
visit relatives, go shopping,
celebrate Christmas, do household chores,
discuss dating problems, etc.

If dictated slowly, the activities can be discussed as you go along.

A similar chart could be made for each selection read, then compared with their own.

At the end, refer to their charts again and see if any students have changed their opinions.

Summarize with such questions as

(1) Why have a family? and
(2) How can you get along with a family?

Unit III Theme: Getting Along with the Opposite Sex

Readings

Dates and Dilemmas, 5 selections	OT	
Teen-Agers Today, 2 selections	TAT	
"The Glass Slipper,"	NWL	P. 95
"I Almost Go To Pieces Going Steady"	NWL	P. 125
"Jo's Diary"	NWL	P. 194
"Careless Blues"	OT	P. 95

Suggested Activities

Begin this unit with a role playing situation--one boy and one girl who are at a dance and attracted to each other.

- Tell the girl (the boy should not hear this) that she does not have many dates and she really wants to attract this new fellow at the dance. Her family is very poor and she has failed twice in school, but she doesn't want the boy to know this.

- Give the boy similar instructions (with the girl out of earshot). He is employed as a stock boy in a grocery store, has no car, but thinks this girl is very attractive.

- After they have acted out these roles, read "The Glass Slipper."

- Compare the two conversations. Try to discover why the characters said the things they did to each other.

After reading "Careless Blues," have girls pretend they are Joan and write to an advice column explaining why they have no dates and asking what they should do.

- Have boys write answers to the letters.

Unit IV Theme: Getting Along with Other Nationalities and Races

Audio-Visual

Records: "Anthology of Negro Poets," Langston Hughes, et al.
"Best of Simple," Langston Hughes
"Dream Keeper," Langston Hughes
"Reflections on a Gift of Watermelon Pickles"

Films:	"Boundary Lines"	IMC	S-118	10 min.
	"Toymaker"	IMC	L-573	15 min.
	"No Man is an Island"	FPL	C-76	29 min.

Readings

A Raisin in the Sun, Hansberry

"The Promised Land"	NWL	P. 374
"The Bent Backs of Chang Dong"	NWL	P. 66
"Rescue"	NWL	P. 74
"The Splendid American"	NWL	P. 166
"The Terrible News"	NWL	P. 217
"Home in Korea"	NWL	P. 222

(optional) Selected Poems by Langston Hughes, to be duplicated by the teacher.

Suggested Activities

Raisin in the Sun should be read aloud, letting the students choose parts. If possible, use some simple props in front of the classroom. Occasionally the roles might be interchanged, having Walter played by a white student and Mr. Lindner by a Negro student.

After reading "The Promised Land," assume that Harriet was caught and conduct two trials for her, one in a Pennsylvania court and one in a Maryland court.

- Appoint a judge, attorneys, and witnesses.
- Let the rest of the class serve as a jury.
- In each case, spend considerable time before the trials establishing the opinions and feelings that accompany each role.

Unit V Theme: Getting Along with Nature

Audio-Visual

Film:	"Adventures of Chico"	FPL	C-34	55 min.

Readings

"Mad Dog"	NWL	P. 106
"Elsa"	NWL	P. 142
"The Life and Death of Cholmondeley"	NWL	P. 146
"Ryan to the Rescue"	NWL	P. 184
"Lion Tamer"	NWL	P. 272
Part 5, 7 selections	OT	

Suggested Activities

Ask students whether they would prefer to live in the city or the country. After a brief discussion on the relative merits of each, ask each student to write a description of the perfect place to live.
His description should include (a) climate, (b) desirable plants--trees, flowers, shrubs, etc., (c) desirable animals--pets, livestock, etc.
Teacher could then read these aloud to the class without identifying the writer.

Present a serious statement to the class on the immorality of capturing and killing animals. Insist that man should be friends with all of nature; that man is just trying to prove his superiority when he steps on ants or kills deer.
Give examples of how animals help man--and thus, in fairness, man should help animals.
The teacher presentation should be brief but strong and serious.
Give students 15 minutes to respond in writing. Then have students read their arguments aloud to the class.

Unit VI Theme: Getting Along in a Job

Readings

"Office Boy"	NWL	P. 128
"Danny"	NWL	P. 41
"The Night a Sitter Stood Tall"	NWL	P. 92
"My Stage Debut"	NWL	P. 32
"Contest"	NWL	P. 100
"He Stayed with the Herd"	NWL	P. 298
You and the Job, 8 selections	OT	

Suggested Activities

Ask students to list 5 ways in which Danny (in "Danny") and Sammy (in "Office Boy") are alike, 5 ways in which they are different.
Discuss whether students would prefer Danny or Sammy (a) as a friend, (b) as an employee, (c) as a fellow worker, (d) as a husband, (e) as a model for themselves.

Suggested Activities (Con't.)

Pick any selection and ask students to identify reasons why the character did or did not get along in the job. From this, draw up a list of qualities necessary for getting along in a job.

Ask students for first-hand experiences or examples of people they know who have not gotten along in their jobs and why. (No names!) These could be written up as simple short stories and shared with the class.

Unit VII Theme: Getting Along with Danger and Death

Readings

"Out, Out--"	NWL	P. 16
"Emergency"	NWL	P. 63
"Fifteen"	NWL	P. 91
"Home by Smog"	NWL	P. 137
"Collision Course"	NWL	P. 236
"The Telegram"	NWL	P. 240
"Does it Matter?"	NWL	P. 251
"Escape to Freedom"	NWL	P. 253
"The Lonesome Train"	NWL	P. 262
"The Fallen Angel"	NWL	P. 266
Part I, 9 selections	OT	
Suspense, 4 selections	TAT	

Suggested Activities

Ask students to describe (orally) the most frightening or upsetting thing that ever happened to them and how they reacted.

- List all the kinds of reactions on the board.
- Discuss with students whether people who cry or scream are more frightened or upset than people who don't.

Then read "The Telegram."

- Discuss: (1) How did the woman react? (2) What was she feeling? (3) How else could she have reacted? (refer to list on the board) Would other reactions have indicated stronger feelings? (4) How did the boy react? What was he feeling? How do you know?

Read "Death Saw the Stop Sign" and "Out, Out--".

- (The poem "Out, Out--" should be read aloud a couple of times until students can tell the story in their own words.)
- How are these two stories alike?
- Do the sister or the wife cry or scream?
- Do they feel anything for their brother and husband? How do you know?
- Did this experience change their lives in any way? How?

Unit VIII Theme: Getting Along with All of Life

Readings

Sabre Jet Ace, Charles Coombs

Suggested Activities

Before beginning the book, give students 10 minutes to jot down all the things it takes to make a hero. Collect paper and read them aloud. Try to arrive at one list (on the board) which everyone agrees with. Use throughout book to judge Mac.

Much of the novel should be read aloud in class so that the length of the book will not be frightening to the more reluctant readers.

After reading chapter 1, teacher lists on board every detail students know about Mac and Steve. Include character traits as well as actions. Ask if either has any qualities of a hero.

After reading chapter 3, have students list everything that happened, in order.
Then decide which episodes caused other episodes.
Draw a line from the causing event to the resulting event. What will happen now?
Will Kroger change? Why or why not? Will Mac change?

Throughout the book, emphasize the problems Mac has in getting along, the causes of those problems, and the way Mac solves them. Try to determine if Mac is a hero and what makes him successful in each crisis.

Note to Teacher:

The Teacher's Edition of New Worlds of Literature is a very helpful source for background information and approaches.

SEEING WITH THE CAMERA

Behavioral Objectives

Writing

Student will be able to respond to a photograph by writing a single word or a series of words which specifically identify or describe the elements in the photograph as measured by the teacher.

Student will be able to display organization by writing the steps involved in taking a picture as measured by teacher test.

Reading

Student will be able to display comprehension of instructions (written instructions) as measured by teacher test or by demonstrating steps.

Speaking

Student will be able to demonstrate a comprehension of Oral English by reporting on a job possibility related to the field of photography for two minutes as measured by the teacher.

Student will be able to demonstrate the comprehension of Oral English by explaining how he achieved a particular effect in a picture (lighting, angle, etc.) as measured by teacher.

Listening

Student will be able to demonstrate the application of instructions given orally by completing a project on their own as measured by teacher.

Course Description

Seeing With The Camera is a course in basic composition aimed at improving the student's writing ability by focusing class assignments and activities in a specific interest area--the camera. The writing involved stresses coherence, organization, and exactness. Mechanical correctness of the student's writing is required, and he is given individual aid where he has problems, such as in spelling, punctuation, or penmanship. The student must have a camera available for his own use in and out of class. Short, varied assignments give the student practice in expressing his ideas clearly, specifically, and effectively in writing.

SEEING WITH THE CAMERA - 2

Instructional Material

No basic textbook is used, but exercises in troublesome areas are provided as needed.

The Flint Journal

Photography by students

Commercial photography from magazines, brochures, and pamphlets.

Cameras owned by students

Filmstrip: Organizing Your Writing (Northwestern School Library)

Films:			
	Writing Better Business Letters	S-927	11 min.
	Why Punctuate?	L-53	11 min.

Suggested Semester Outline

Unit I Theme: What's It All About? (weeks 1-2)

General Information: The work is student-interest centered on the camera and pictures taken by others as well as those taken by students, but guided into writing activities by the teacher. Kinds of testing and the frequency of them is left to the discretion of the teacher. It might well be that the degree of improvement in the student's writing would determine his grade. The class is informal and conducted in a workshop method as much as feasible.

Introductory Activities

Ask each student to tell the class who he is, what experience he's had with cameras, what kind of camera he is going to use, and what he would like to get out of the course (aside from a passing grade, i.e.).

Ask the group to note (writing practice) experience, kinds of cameras, and aims as they are given by individuals. (The length of time this activity takes will depend on the number of people in the class.)

Introductory Activities (Con't.)

When each class member has had his turn, ask for a volunteer to list items on the board as offered by class members from their notes. Make a chart showing these:

- Interests and desires of class members
- Types of cameras broken down into categories such as black and white, color, moving picture, instant picture, etc.
- Experience with cameras, such as: none, a little, much.

(Use the people who have much experience and knowledge as resource persons to instruct other class members.)

Inform class that they are to keep folders containing their writing assignments, pictures, other materials as teacher desires throughout the semester. (It might be good to keep the folders in the classroom.)

Pass out and explain the style sheet for written work. To be kept in folder.

Assign the first written work. Each is to write paragraph telling about his own experience with the camera, type he is using, and his purpose in taking the class.

Collect and read to see what writing areas need most work. Check to see that directions as to content have been followed. If not, have the student re-do his paragraph.

Next writing assignment: Discuss the listings as to class interests, experience, camera types that are on the board with the class, pointing out what they seem to indicate.

Assign a summary of these items and a conclusion as to the main interests of the class. (A paragraph)
Check and hand back.
Post the better paragraphs on the bulletin board.

Unit II Theme: What's In It For Me? (weeks 3 - 4)

This unit investigates vocational opportunities related to the camera and photography.

Ask the class to write a list of job areas such as developing and printing pictures, portrait taking, making cameras (the technical part), making movies, educational films, and others they know about.

Have each person pick a job he might be interested in to look up in the library, write a report on, and give orally to the class.

Unit II (Con't.)

Assign each person to write a business letter to a company of his choice asking job information. Check these letters and actually send them out when they are acceptably written. Oral reports on the replies.

Ask a person who is engaged in work connected with pictures, such as a local photographer, to come and speak to the class. Have students write a summary of what he says.

Unit III Theme: Pictures in the Paper (weeks 5 - 6)

This unit is based on The Flint Journal, which may be ordered for classroom use. Arrangements to be made through your building principal.

Analyze the pictures used in the Journal, listing types such as sports, social, news, human interest, accidents, people. Give many short writing assignments such as these:

- Which is the best sport picture? (In a certain issue) Tell your reasons for your choice in a short paragraph.
- The best news picture? The worst? Compare the two, giving specific details as to why one is good and one is bad.

The teacher may devise a "game" such as cutting out several pictures from a paper the students have not seen and having them write about it.

- Instruct them to write certain specific items about each picture.
- Compare students paragraphs with those of the paper.
- Check for content according to directions given.

Another form of this device is to have all students write about one picture.

- Have them write what section of the paper it is from, its purpose, what it tells.
- Then compare their answers with each other's and with the paper's.

This exercise makes apparent to the students that people see things differently and have different points of view.

Ask a Journal photographer to speak to the class about his work. Have class write a report about his talk. Have students write "thank you" letters to him. (These letters should be sent to him. Students need to know that their work is recognized.)

Unit III (Con't.)

Assign class to take a picture of a certain part of the school--the front door, perhaps.

- Comparison of the pictures will bring out different ways of seeing the same thing.
- Each should write on his choice for the best one or the worst one, backing up his opinions with reasons.
- The best pictures and paragraphs might be displayed on the bulletin board for class recognition or in a hall display case for greater recognition.

Unit IV Theme: Making and Breaking (weeks 7 - 10)

This unit deals with the cameraman as a leader in forming public opinion, how pictures are used in propaganda, and how trick photography gives false impressions either to build up or to tear down.

Have pupils bring in pictures they have taken of the same thing that have turned out good and bad.

- Examine, discuss, and write about these.

Study ads to see what impression the pictures give.

- For example: cigarette ads where the people are always handsome, in a desirable setting, engaged in pleasant activity. How do they influence people?

Have reports given on trick photography. Show examples. Write on how it is done.

Propaganda pictures.

- Before and after pictures of sales of products.
- Travel brochure pictures. Do they ever show the bad aspects of a place?
- Write about pictures student has taken on a trip. (Or other topics of interest to class)

As a class project, the students might take pictures of some aspect of school life that needs reforming, such as litter in halls, lunchroom, and/or grounds.

- Write suitable captions and display in hall cases.
- Analyze results. This project may be built up according to time and interest.

Unit V Theme: Worth A Thousand Words? (weeks 11 - 16)

Here each student is assigned to take separate pictures showing conflict, action, character, beauty, a scene, sadness, joy, hate, curiosity, uncertainty, innocence, and other items as teacher directs.

- He shows them to class and they write what is depicted.
- Pictures are compared and rated.
- Best ones are displayed.

Student makes a series of four pictures intended to tell the viewer a certain thing.

- He writes out his purpose.
- Class writes out what they think the series says. (A short paragraph for each picture.)
- Compare, rate, display.

Unit VI Theme: Telling the Story (weeks 17 - 18)

This last unit concerns school life.

Class takes pictures of items listed above but limited to people, places and activities of school.

Puts together a "story" of their school. May be an individual or group project.

Always, many short writing assignments are required.

MAN AND THE CAR

Course Description

This course will trace the evolution of the automobile, and pay particular attention to the effect it has had on our culture.

Behavioral Objectives

To make the student aware of the effect of the automobile on our culture.

To provide a center of interest from which the student can develop skills in reading, writing, speaking, and listening.

To provide the student with an opportunity to do some individual research on a topic which will interest him.

Materials

The ideal would be to have one of each of the following magazine titles per class as basic material.

Magazines:

"Hot Rod"
"Rod and Custom"
"Hi Performance Cars"
"Super Stock and FX"
"Super Street Cars"
"Hot Rod Pictorial"
"Car Craft"
"Car and Driver"
"American Rodding"
"Autotopics"
"Car Model"
"Super Drag and Drag Illustrated"
"Speed and Supercars"
"Motor Trend"
"Drag Racing Handbook"
"Rodder and Super Stock"
"Road and Track"

One copy each of:

- Ford Book of Styling
- GM's PR Book
- Chrysler's PR Book

Books: non-fiction (Flint Public Library)

Bentley, Old Time Steam Cars
Stern, A Pictorial History of the Automobile
Pound, The Automobile and the American City
Purdy, Kings of the Road
Walker and Guest, The Man on the Assembly Line
Richards, The Last Billionaire

Yates, Sport and Racing Cars
Barron, Tubbs, Vintage Cars
Clumer, Henry's Wonderful Model T

MAN AND THE CAR - 2

Materials

Books: non-fiction (Con't.)

Matthews, British Cars 1896-1914
Nicholson, European Cars 1886-1914
Blond, The Motor Car, An Illustrated History

Clutton, The Racing Car, Development and Design
Christy, Hot Rods, How to Build and Race Them
Costin and Phipps, Racing and Sports Car Chassis Design
Hough and Frostick, A History of the World's Racing Cars
Flint Public Schools, "Work We Live By Series" - Auto Industry

Books: fiction (Flint Public Library)

Bowen, Hot Rod Angels
Bowen, Hot Rod Rodeo
Butterworth, Stock Car Racer
Felsen, Boy Gets Car
Felsen, Street Rod
Gault, Thunder Road
Gault, Checkered Flag
Gault, Drag Strip
Gault, Speedway Challenge
Gault, Rough Road to Glory
Gault, Dim Thunder
Harkins, Argentine Road Race
Hoffman, Shift to High
Stanford, The Red Car

Films and Video Tape:

• Sand to Speedway	30 min.	C	C-10
• Auto Biography	25 min.	b/w	C-96

• Any video tapes available, or any that can be made through IMC.

Suggested course outline

Unit I Theme: Racing Cars (weeks 1 - 3)

Show the film "Sand to Speedway"

Speedway racing - small group reports on any or all of the following

- Offenhausers
- Ferraris
- Ford Lotus
- Gurney's "Eagle"
- Jim Clark
- Dan Gurney
- Bobby Unser
- Andy Grannetelli (turbine car)

Grand Prix racing - individual reports

- Grand Prix start, as opposed to typical starts
- Tracks
- Cars
  1) size
  2) cost
  3) type
  4) drivers

Stock Car racing

- Demolition derbe
- Figure 8 races
- Midget races
- Straight racing

Drag racing

- "Rail" cars
- Classes A through H

Suggested Activities

Take pictures of Stock car races and report on them.

Make a scrap book on racing cars, any aspect.

Small group reports on any of the above points.

Individual reports, written or oral.

Interviews with drivers, individual or class presented

Draw pictures or construct models to augment the written or oral report.

Read a short story or several poems concerning racing.

Diagrams of models of Grand Prix tracks.

Have a slot car race in the classroom.

Read any of the fictional offerings as a class project.

MAN AND THE CAR - 4

Unit II Theme: The Beginnings "Men ride for trade, conquest or the thrill of competition" (week 4)

Now that the students are involved, take them through the beginnings of racing and transportation generally. (Spend a very short time on this unit.) In this unit the student will get a concept of how man lived before the automobile; how primitive people had to rely much more on human labor than we do now.

Carrying the load
- back pack
- beasts of burden

Pulling the load
- sledge
- travois
- rollers
  1) free rollers
  2) captive rollers
  3) grooved rollers
- wheel and axle principle
  1) moving box
  2) "fancy" carriages

Early chariot races, a la Ben Hur

Suggested Activities

Have a dramatic presentation involving primitive people and the problems of transporting loads.

Have a group report on various aspects of animal drawn vehicles.
- chariot races
- sedan chairs
- rickshaws
- Conestoga wagons
- "wind" wagons
- sulkey races
- fancy carriages
- horse trappings

Models, diagrams, and reports on any of the aspects in the above outline.

Unit III Theme: Vintage Cars (weeks 5 - 7)

In this unit the student will learn how the car evolved from an inventor's toy to a workable self-propelled vehicle. He will see the trials and errors of various inventors in their search of an easier mode of transportation.

The Steam Car
- Ferdinand Verbiest
- Nicholas Cugnot
- Leonardo DaVinci
- Richard Trevithick
- Sir Goldsworthly Gurney
- The Stanley Steamer

The Electric Car (tease the students here and have a fuller discussion on the Cars in the Future unit) 3-4 days only.
- Thomas Davenport
- The electrobat
- A short look into the current interest in electric cars.

Early Gasoline Cars (approximately 2 weeks)
- Henry Ford's Horseless carriage
- The First Enclosed Car
- 1920's
- 1930's
- 1940's - Present

Suggested Activities

Trip to Sloam Museum

Trip to Greenfield Village

Show the film - "Auto Biography"

Make and report on models of vintage cars

Make a scrapbook on any aspect of vintage cars

Trace the development of any given make of car

Unit IV Theme: Mass Production (weeks 8 - 10)

This unit is designed to let the students explore the ways in which the assembly line has changed our lives.

Mass produced automobiles - assembly line
- standardization
  1) parts - easier to repair
  2) models
- economy of units
- union related areas
- automation
- population migrations

"Planned Obsolesence"
- possible depletion of natural resources
  1) re-use old cars
  2) non-metallic bodies
- "Keeping up with the Jones's"

Related jobs
- mining - coke, iron
- metals
- rubber
- glass
- plastics
- insurance
- motels
- drive-ins
- highways - construction & maintenance

Shrinking of our world due to the car
- suburbs now possible
- vacations cover more ground

Suggested Activities

Tour an auto plant.

Invite a union official in for a talk.

Plan an extensive trip through AAA.

Report on trailers and/or campers.

Invite an insurance man in for a talk.

Report on the effect of autos on the development of Flint.

Unit V Theme: Air and Water Pollution (week 11)

This unit is designed to allow the students to learn that man must learn to control and live with his inventions.

Air Pollution--(what causes it? why is it bad?)

Water Pollution--(what causes it? why is it bad?)

Suggested Activities

Interview or invite a Public Health official to speak on the question of air pollution.

Do the same with an industrial spokesman.

Write to Chamber of Commerce--Los Angeles, California--about anti-smog devices required by law. (Fed. Gov't.)

Report:
- "Our Dying Water"--Saturday Evening Post, April 23, 1966
- "Death in Our Air"--Saturday Evening Post, October 8, 1966

Conduct a debate on pollution.

Unit VI Theme: Today's Car (weeks 12 - 14)

This unit is designed to let the student explore today's concepts of design, sales promotion and safety.

Design
- Fisher Body Craftsman Guild possibilities.
- aerodynamics
- consumer demands
- design own car

Sales Promotion
- advertising techniques
- consumer demands
- financing

Safety
- Ralph Nader's ideas--Unsafe at Any Speed
- Highway design

Unit VI (Con't.)

Suggested Activities

Obtain and study material from Fisher Body Craftsman Guild.

Get speaker from Fisher Body Craftsman Guild to explain program.

Make and report on models.

Read the Ford Books of Styling--group reports.

Keep a notebook an any of the three major divisions above.

Visit the Ford Rotunda.

Group reports comparing cars via: Consumer's Report on Tom McCahill's Articles in Mechanics Illustrated (?)

Unit VII Theme: Customizing the Car (weeks 15 - 17)

This unit is designed to allow the students to use their imagination in the area of customizing cars. It is hoped that the students will be as inventive as possible.

Why Customize?
- to perfect and correct aerodynamic flaws
- to follow the "in" group
- to perfect personal techniques of auto design
- to increase convenience

Major custom details
- paint
  1) lacquer
  2) psychodelic designs
  3) pin-striping
- shock absorbers and springs
  1) lowered rear springs
  2) "the rake" (lowered front)
  3) disadvantages
- interior
  1) upholstery
  2) rugs
  3) chrome plated parts (for show)
- tires
  1) racing "slicks" (also cheaters)
  2) composition, rather than rubber

Unit VII (Con't.)

Disadvantages
- resale
- invested money (tied up)
- more expensive repairs

Suggested Activities

Models with reports - individual or group

Photos of individual work with reports

Development of given car

Debates

TV and movie

Unit VIII Theme: The Car of the Future (weeks 18 - 19)

The purpose of this unit is to allow the students to speculate on the future of the car itself, and the future cultural accomodations which must be made for it.

Turbine cars
- speed
- durability
- practicality

Electric cars
- lessening of air pollution
- effect on oil industry

Atomic and Sun powered cars
- energy principle
- practicality

Futuristic designs

Highways of the future
- moving belts?
- radar controlled
- "automatic pilot"

Planetary land vehicles

Unit VIII (Con't.)

Suggested Activities

Invite in or interview a highway engineer.

Have a group report on futuristic highway design, using material from the State Commissioner of Highways.

Report on science fiction highway schemes.

Project future methods of public transportation.

Read as a class project "The Roads Must Roll", Heinlein.

GIRL TALK

Course Description

Girl Talk is aimed at the hard-to-reach girl in an effort to improve her appearance, give her an identity, broaden her interests, explore her future careers, teach her social skills, and discuss her particular personal problems, teaching language skills in the process.

Materials

Books

Teen Age Tales, Books B, C, 2, 3, 4, 5
House of Tomorrow, Means
Mr. & Mrs. BoJo Jones, Head
Patch of Blue, Kaza
For Love of Day

Suggested Semester Outline

Unit I Orientation

Discussion will center around what the individual girl thinks of herself, what others think of her, and what she is really like.

- The first written assignment will be a short paper entitled "Who Am I?"
- Use these papers with snapshots of the girls for display.
- Supply a folder to each girl for materials collected during the semester.
- Encourage her to decorate this folder with snapshots, magazine pictures, quotations, anything relating to self-identity.

Unit II Theme: Appearance

Assignments for this unit will deal with such topics as grooming, posture, make-up, hair styling, figure control, appropriate dress, budgeting, fashions and other tips for maximum femininity.

An appearance questionnaire and profile could be constructed by the class.

Unit III Theme: Personality and Character Development

Writing and discussions will be about personality flaws; controlling fears, tempers, jealousies; getting and keeping girl friends; learning what the girl does well, and how she uses leisure time.

An appearance questionnaire and profile could be constructed by the class.

Assignments could be written on the kind of girl girls like, what is annoying about other girls' behavior, and poise.

Unit IV Theme: Social Skills

Topics will include:

- manners
- table settings
- restaurant etiquette
- menus
- entertaining
- behavior at social functions
- telephoning
- being a guest
- exchanging gifts

Real letters will be written including:

- personal letters
- letters of acceptance, regret, request, purchase, and complaint
- thank you notes
- letters to companies asking for free materials

Unit V Theme: Dating

Emphasis here will be on understanding and getting along with the opposite sex.

Topics for exploration will be how to:

- meet boys
- get a date
- behave on a date
- keep a date
- make boy talk
- handle a wolf
- break up with a steady
- get back into circulation
- look to the future

Unit VI Theme: Sex Education

Topics will include:

- menstration
- the male and female reproduction cycle
- pregnancy and the birth of a child

Unit VII Theme: Adventure

Read about and discuss women in adventurous situations.

The class could write a short story or play as a class project. It should be about a teenage heroine involved in an adventurous experience.

Elements to be included:
- characterization of heroine
- vivid setting
- problem offering one or more alternatives
- relation between characterization and ultimate choice

Find an audience.

Unit VIII Theme: Humor

Read humorous short stories.

Play records of familiar comedians and discuss why they are funny.

Tape record student joke contributions.

Write a short skit for the Three Stooges, Soupy Sales, or Jerry Lewis.

Compile individual joke books of favorite jokes.

Unit IX Theme: Interior Decoration

Topics will include:
- furniture styles
- color coordination
- walls as accents
- windows as accents
- accessories
- cost

Students will redecorate their own bedrooms on paper.

Notebooks will be kept on decorating ideas, furniture styles and color coordination.

A field trip to a local furniture store may be taken.

Exterior decoration such as landscaping, and color design may be covered.

Additional Suggested Activities and Teaching Aids

Read plays aloud; Scope Magazine has excellent ones!

Invite a beauty consultant to speak on grooming, etc.
Write a class thank you note.
Slenderella, Wendie Ward from Montgomery Ward, a model, and a cosmotologist would help with this unit.

Have students keep a journal which would be checked for ideas and concepts (content) rather than for specifics like grammar and punctuation.

Additional Films:

Normal Childbirth (Mott Maternal Health Building)

From Generation to Generation (Flint Public Library)

Additional Film Strips:

Five Magic Mirrors (Home Economic Dept.)

Beautiful Hands (Home Economic Dept.)

Understanding Premenstral Tension (Home Economic Dept.)

BEHAVIORAL OBJECTIVES

Series II

Objectives for Series II

Reading

The student will be able to display comprehension of independent silent reading as tested by the student's ability to paraphrase or summarize materials read in the course in a teacher-constructed test.

The student will be able to display comprehension of the sequential order of works of longer fiction as measured by his ability to list the major events of a novel in chronological order.

Writing

The student will be able to demonstrate application of idea development and coherence as tested by writing one full page on only one subject with no more than three sentence errors.

The student will be able to display knowledge of the use of quotation marks as tested by a short teacher dictation which includes three quotations.

The student will be able to display knowledge of the use of a period after abbreviations as tested by teacher dictation of the most common abbreviations.

The student will be able to demonstrate knowledge of subject-verb agreement as tested by a Cloze test in which the verbs have been omitted.

The student will be able to demonstrate knowledge of standard verb forms as tested by teacher dictation.

Listening

The student will be able to display auditory comprehension as tested by his ability to respond to questions after hearing a tape of a paragraph from the SRA Testing Lab IIA, level tan, with no more than two errors.

Speaking

The student will be able to demonstrate a comprehension of oral English by speaking to the class or making a tape of two minutes duration on only one subject.

PRACTICAL ENGLISH

Course Description

Facets of American Culture will provide the avenues through which the student will pursue the roads to greatness taken by such famous Americans as Abraham Lincoln, Frederick Douglass, John F. Kennedy, Martin Luther King, Jr.

Behavioral Objectives

The student will be able to display comprehension of silent reading as tested by the student's ability to paraphrase or summarize materials read in the course in a teacher-constructed test.

The student will be able to display comprehension of the sequential order of works of longer fiction as measured by his ability to list the major events of a novel in chronological order.

The student will be able to demonstrate application of idea development and coherence as tested by writing one full page on only one subject with no more than three sentence errors.

The student will be able to display knowledge of punctuation as tested by a teacher constructed test that calls for the use of a variety of punctuation marks.

The student will demonstrate his knowledge of subject-verb agreement as tested by a Cloze test in which the verbs are omitted.

The student will be able to demonstrate a comprehension of oral English by speaking aloud on a chosen topic for three minutes with no more than two errors.

Materials

Gateway, Level II   by Macmillan

Striving
A Western Sampler
Two Roads to Greatness

Teacher's Manual to Level II
Student's Manual
Scope Reading 3
Composition Models and Exercises   Book 10
Cavalcade of Poems
Black Like Me
Black Stallion

PRACTICAL ENGLISH - 2

Materials (Con't.)

English Grammar and Composition, Warriner (10th)
  Poetry
  Silver Saddles
  Time for Poetry
  Top Flight
  Three Comedies of American Life

J.F. Kennedy, An Informal Biography, W.H. Carr 60¢

Martin Luther King, Jr. His Life and World (Lancer)

Martin Luther King, Jr. by Don McKee
  Lives to Remember Series
  G.P. Putman's Son -- New York

Recordings A. Lincoln Album
  Abraham Lincoln
  W.E.B. DuBois

Orientation (week 1)

- Overview of course
- Administer reading test
- Give pre-test designed by the teacher to ascertain student's writing needs.
- Begin introduction of Unit One.

Unit I Theme: Crossroads and Liferoads (weeks 2 - 7)

Materials

Books
  Striving (Gateways, Level II)
  Black Like Me

Short Story
  Scope Reading 3
  Top Flight

Poetry
  Time for Poetry
  Poetry I
  Cavalcade of Poetry

Drama
  Three Comedies of American Life

Unit I (Con't.)

Suggested Procedure

Introduce Unit with Poem "The Road Not Taken," by Frost (Currents in Poetry)

A. Read Selected Short Stories from Top Flight and Scope Reading 3 that apply.
B. Read selections in Striving.
C. Read -- plays in Three Comedies of American Life.
D. Use poems that apply found in Poetry I, Cavalcade, and Time for Poetry.
E. Read Black Like Me.
F. Show films

Suggested Activities

A. Variety of activities suggested in teacher's manual (Gateway English) to go with Striving.
B. Variety of activities suggested in Top Flight and Scope Reading 3 for stories selected from these.
C. Write a poem on a theme related to unit.
D. Write a report (3 - 5 pages) on some person whose life exemplifies theme.
E. Secure many shorter writing samples (paragraph length or longer) on topic related to Unit theme.
F. Oral discussion groups presenting short biographies of persons with the presentation centered around the motivating forces in the person's life.

Unit II Theme: The Liferoad to Greatness (weeks 8 - 13)

Materials

Books

Two Roads to Greatness (Gateways)
J.F.K., A Complete Biography 1917-1963, Carr
Martin Luther King, Jr., McKee

Recordings

Movies

Suggested Procedure

Introduce Unit by playing recording "Abraham, Martin, and John"
A. Read selections in Two Roads to Greatness
B. Read -- J.F.K., A Complete Biography
C. Listen to recordings
D. Read -- Martin Luther King, Jr.
E. Show films

PRACTICAL ENGLISH - 4

Unit II (Con't.)

Suggested Activities

A. Variety of activities suggested in Teacher's Manual for Two Roads to Greatness.
B. Students share with class other letters, speeches, writings of or about Lincoln, Douglass, King and Kennedy.
C. Write a 3-5 page paper comparing King and Kennedy to Lincoln and Douglass -- in their involvement that led to greatness.
D. Secure several shorter writing samples (paragraph length or longer) on topics related to the theme of the unit.
E. Write an imaginary conversation between two of the men read about in this unit.
F. Role play the four men attending a conference where they discuss the options for action: "destroy, accept, reform, drop-out".

Unit III Theme: The Liferoad West (weeks 14 - 19)

Introduce Unit by playing recording pertaining to the West.

Materials

Books
A Western Sampler
Black Stallion
Silver Saddles

Short Stories
Scope Reading 3
Top Flight

Poetry
Cavalcade of Poems
Poetry I
Time for Poetry

Recordings

Films

Unit III (Con't.)

Suggested Procedure

A. Read selections from Scope Reading 3 and Top Flight that pertain to Unit theme.
B. Read any poems which relate to the Unit theme.
C. Read selections in Western Sampler.
D. Read longer works: Silver Saddles, Black Stallion.
E. Listen to recordings and view movies that apply to theme.

Suggested Activities

A. Variety of suggested activities found for readings in Scope Reading 3 and Top Flight.
B. Activities for selections in Western Sampler found in Teacher's Manual.
C. Video-tape a western movie for presentation to and discussion by the class.
D. Write entries in a diary of a cowboy that is a rustler, wagon master, Indian fighter, etc.
E. Write a news report for a Dodge City paper about a Saturday night at Rosie's Bar. (This could be expanded into a larger project that covers several types of newspaper writing.)
F. Sketch or draw or construct Western characters with a short explanation of the person portrayed.
G. Conduct a debate between cattlemen and homesteaders over "fencing the range". (Good references for student reading for background ideas; Shane and Sea of Grass.)

Final Week (1 week)

Post-test and evaluation

JOBS AND BUSINESS PROBLEMS

Behavioral Objectives

Reading

Student will be able to display comprehension of independent silent reading as tested by the student's ability to find the answers to questions about vocations (such as salary, qualifications, and training required) from pamphlets and other reading materials used in the course.

Student will be able to display knowledge of how to use the vertical file on careers and how to read the materials in that file as measured by teacher-made test of several specific questions which must be answered from materials in that file.

Writing

Student will be able to complete a simple job application form (such as the one used by Buick) with no more than three errors as measured by teacher test.

Student will display knowledge of the form for writing business letters as measured by teacher-made test.

Student will be able to display comprehension of summarizing as measured by teacher-made test which requires the student to reduce a short paragraph to a 15-word telegram without omitting any essential information.

Speaking

Student will display knowledge of interview procedures and techniques as measured by participating in a simulated job interview which is taped (video or audio) and evaluated by students and teacher.

Student will display a comprehension of oral English by speaking to the class or making a tape of two minutes duration on the subject of one specific vocation.

Listening

Student will demonstrate comprehension of instructions given orally by performing according to instructions as they are read aloud.

Materials

Add Southtown, by Lorenz Graham

JOBS AND BUSINESS PROBLEMS - 2

Course Description

Workshop experience in the kind of basic reading and writing necessary for all jobs and needed by everyone in carrying out his personal business becomes available to the student in this course. Young people explore job areas of interest to them and learn about what business forms in general they, as adults, will have to be able to read, understand, and perhaps fill out adequately.

Short stories centered on student interest situations comprise the reading text, used with a student exercise book. Written on an easy-reading level, the stories are divided into five sections, each designed to develop specific language skills and to illuminate certain social attitudes. The exercise books involve students actively and provide individualized instruction.

Assignments are short, specific, and practical. Students study and do whatever writing may be needed in items such as the following:

- Job application forms and other forms connected with them, such as slips showing payroll deductions.
- Catalog order forms and letters of complaint, request, adjustment, etc.
- Income tax forms (city, state, and federal - not simplified, as the government makes no allowance for varying abilities of its citizens).
- Forms used when applying for licenses - car, hunting, marriage, etc.
- Social security forms.
- Sales agreement forms and contracts.
- Reading road maps, figuring mileage and trip expenses, making reservations.
- Insurance, car, life, house, etc.

Films, speakers, (counselors, qualified students, business people) and field trips add interest and variety to the course.

Objectives

Student will display knowledge of job areas and business opportunities open to them as young adults in today's society as measured by classroom discussions, interviews, student research, teacher observation, and teacher-made tests.

Student will demonstrate application of the necessary skills to succeed in many areas of business as measured by working with business forms, field trips, business interviews, observation of people from the business world, teacher-made tests, student research, and teacher observation and evaluation.

Objectives (Con't.)

Student will be able to evaluate opportunities available to them as measured by student investigation of business opportunities, student research, interviews, and teacher-student-business representative conferences.

Achievement Level

This course is designed for students of all ability levels. The primary concern is that student wants to enter the area of jobs and business and wants to gain general knowledge of the necessary skills for entering his chosen areas of endeavor.

Instructional Materials

Textbooks--Class set - The Job Ahead, New Rochester Occupational Reading Series, Level III, SRA, Inc., Chicago, Ill., University Press, 1963.
--Student Exercise Books, Level III, to accompany above text. (one for each pupil)
--Teacher's Guide for above set, i.e., The Job Ahead and Student Exercise Books.

"Teaching Taxes" -- General Students Handbook, U.S. Treasury Department, Internal Revenue Service, Publication #21, revised 10/64.
"Buying and Operating a Car" -- Krabill and Schaefer, Instructional Materials Center, Flint Schools, 1967.
Application blanks, payroll deduction forms, and others from Flint factories.
Contracts, sales agreement forms from Flint businesses.
Banking and insurance forms.
Road maps, AAA guide books.
Michigan Bell Telephone Kit on Manners.

References

Dictionary of Occupational Titles, School library
"Books about Vocations and Occupations", list of material available in school library, one for each person.

Films Available from Instructional Materials Center

"Telephone Courtesy" (C-17)
"Getting Yourself Across" (L-201)
"Distributive Education" (L-138) 15 min.
"Choosing Your Occupation" (S-173) 10 min.
"Do I Want To Be A Secretary?" (F-232) 10 min.
"Finding the Right Job" (S-290) 10 min.
"A Future To Bank On" (S-333) 11 min.
"Personal Qualities for Job Success" (S-679) 10 min.
"Selling As A Career" (S-760) 11 min.

Films (Con't.)

"You and Your Work" (S-939) 10 min.
"Your Earning Power" (S-940) 10 min.
"Money Talks" (S-591) 11 min.
"Most for Your Money" (L-400) 14 min.
"Personal Financial Planning (L-461) 13 min.
"Using Bank Credit" (S-866) 8 min.
"Wise Use of Credit" (L-639) 11 min.
"Finding Your Life Work" (L-175, L-176) 22 min.

Films are also available from the Flint Public Library.

Filmstrip: "Proper Handling of Checks" available at school.

Transparencies: 1 set/30 transparencies (at school)

"Personal Checking Account and Income Taxes" plus 1 teacher's guide.

Resource People and Speakers

- School counselors, business people, qualified students, factory personnel.
- Field trips -- to local factories, banks, other businesses as feasible.

Supplementary Material

Turner-Livingston Reading Series (Follett), "The Jobs You Get" and "The Money You Spend" (Class sets available in school library)

Vocational Reading Series (Follett) Lillian Lerner - Author
"Marie Perrone, Practical Nurse"
"John Leveron, Auto Mechanic"
"The Millers and Willie B., Butcher, Baker, Chef"
"Delso Sisters, Beauticians"
"Anita Powers, Office Worker"
"Helen Greene, Department Store Worker"
(Class sets of 35 available in school library. Also, 1 teacher's guide for above titles)

"Work We Live By" series from IMC if pertinent.

Semester Outline

It is unnecessary to delineate a week-by-week outline here for the course as the Teacher's Guide does an excellent job of it. The films and other suggested materials may be inserted at the teachers discretion.

For a 20-week semester, the five sections mentioned in the course description easily fall into four-week units.

PRE-TEST JOBS AND BUSINESS PROBLEMS

1. In filling out an application for a job what are the three most important things that must be done?

   ____

   ____

   ____

2. Define the following words that appear on most application blanks.

   a. attended ____________
   b. employment ____________
   c. address ____________
   d. single ____________
   e. height ____________
   f. weight ____________
   g. references ____________
   h. dependents ____________
   i. emergency ____________
   j. separated ____________
   k. signature ____________

3. Name three ways a person can find a job? ____________

   ____

   ____

4. Name three ways a person can keep a job? ____________

   ____

   ____

5. Name 10 reasons for losing a job. ____________

   ______________ ______________
   ______________ ______________
   ______________ ______________
   ______________ ______________
   ______________ ______________

6. Name three ways a person may get a better job? ____________

   ______________ ______________

7. Fill in the application for employment in a dime store.
   Note: Teacher will pass out the application forms.

DIME STORES

APPLICATION FOR EMPLOYMENT

Because these stores do hire 16 and 17 year olds, many young people get their first work experience in these stores as bus boys, kitchen helpers, sales clerks, stock boys, stock girls, and waitresses.

If you are able to fill out this application blank you will not have any trouble when applying for work in a dime store.

DIME STORE

Date ______________19____

Social Security No. _______________________ Salary expected ________________

Position desired _____________________ Full Time ______ Part Time ______ Saturday __
Check one

Name ____
Last First Middle

Address ____
No. Street City & State Zip code Phone No.

Age _____ Birth date ______________________ Have you proof of age? ______________
year month day

Were you ever in our employ? _________ When? _________ Where? ______________

How long have you lived at present address? ___________________________

How long have you lived in this city? _________________________________

Name of High School ______________________________ Years Completed ___________

Check one

___Single
___Married
___Widowed
___Divorced
___Separated

Check one

___Living with Parents
___House-keeping
___Living with Relatives
___Rooming
___Boarding

How many dependents have you?______
Children ________ Others ________

What is (Father's occupation? (____________________
(Husband's occupation? (____________________

Name friends or relatives employed by this company ______________
____
____

JOBS AND BUSINESS PROBLEMS - 7

1. Have you had the services of a physician during the past two years?

   ____

2. If so, when? ____________________

3. For what cause? ____________________

4. How much time have you lost from business or school during the past year?

   ____

5. Have you had any physical defects or organic trouble? ____________________

Sign here ____________________

Last employer's name ____________________ Kind of Business ____________________

How long were you there? ____________________ Why did You leave? ____________________

Date started ____________________ Date left ____________________

Mention two references, (not relatives), Business, or, Professional, who have known you for one year.

Name	Address	City	Zip code	Business
Name	Address	City	Zip code	Business

Note - The positions we have can only be held by men and women who are absolutely honest and trustworthy, whose moral character and habits are of the best, and who will cooperate with other employees.

Signed ____________________

____

POST TEST -- JOBS AND BUSINESS PROBLEMS

1. Name seven duties of a general clerk. ________________

2. Name seven duties of a waitress. ________________

3. Name the job of your choice and list ten duties connected with it. ________________

4. Everyone can not always start out in the working world with his first choice. List three other jobs which might interest you and tell why?

5. On the Personal Data Sheet that will be passed out you will find mistakes. Make all corrections.

JOBS AND BUSINESS PROBLEMS - 9 52

PERSONAL DATA SHEET

VOLUNTARY WORK - EDUCATION

When you apply for a job, take this Personal Data Sheet with you. Keep it handy in your billfold because it will help you in filling out an application blank.

NAME joan (First) Charlestine (Middle) bruce (Last)

ADDRESS 722 ruth (Number & Street) soginow micohigan (City & State) 2 (Zip Code)

PHONE NUMBER 789-22567 AGE 13 DATE OF BIRTH jan (Month) ___ (Day) 1954 (Year)

HEIGHT 5 feet 5 intch WEIGHT 150 PHYSICAL HANDICAPS yes

SOCIAL SECURITY NUMBER 421 65 7576 FATHER'S OCCUPATION work in the fields

MARITAL STATUS dont know what you mean POSITION DESIRED anything you got

EDUCATION

	Name of School	Address of School	Course	Date Left	Did you Graduate?	Grade Completed
Elementary	Emony					
Jr. High School	garifield					
Sr. High School	northern					

WORK EXPERIENCE

Name of Employer	Address of Employer	Kind of Work	Reason for Leaving	Salary	Date Hired	Date Left
none						

REFERENCES

NOT RELATIVES -- PERSONS WHO HAVE KNOWN YOU FOR AT LEAST ONE YEAR

	NAME	ADDRESS	Zip Code	BUSINESS	TELEPHONE
1.	Mrs Bruce	722-ruth	2	Clerk	78922567
2.					
3.					

QUEST: TWENTY-TWO MILLION AMERICANS

Course Description

Reading stories and poems by such authors as Langston Hughes, Gwendolyn Brooks, Bill Cosby, and Dick Gregory that reflect the emergence and the growing pride of the people.

Behavioral Objectives

The student will be able to display a deeper insight into the inner struggles of American Blacks, as measured by teacher prepared tests, group discussions and teacher evaluation of student's writings.

The student will be able to display knowledge and understanding of his role in society as it relates to "the black experience" or Black Americans, as measured by teacher prepared tests.

The student will be able to demonstrate his familarity with Black writers through a teacher prepared test based upon the readings done.

List of Materials

Bontemps, Arna, (Ed) American Negro Poetry (American Century Series), New York: Hill & Wong, 1963.

Clark, American Negro Short Stories

Lincoln, Eric, The Negro Pilgrimage in America New York: Bantam, Pathfinder, 1962.

Adams, Conn, Slepian, Afro-American Literature: Fiction, Boston: Houghton-Mifflin, 1970.

Adoff, Arnold, (Ed) I Am the Darker Brother New York: The Macmillan Co., 1968.

Greene, Something Else Scott-Foresman Co.

Suggested Procedure

Unit I Theme: The Pride of a People (5 weeks)

Week 1 Introduce unit. Present overview.

Test for student's reading level and to ascertain his background in Negro literature.

QUEST: TWENTY-TWO MILLION AMERICANS - 2

Unit I (Con't.)

Read -- "The Negro Speaks of Rivers" in I Am the Darker Brother to gain insight into the Black Man's Beginnings.

Weeks 2 - 5 Read Chapters 1, 2, 3 in The Negro Pilgrimage in America

Show Films "Black America in Search of A Past" (IMC #5993 color 2 parts 50 min.)

"Black History, Lost, Stolen, Strayed" 54 min.

Listen to recordings
"The Glory of Negro History" (Eng. Dept.)
"American Negro Folk and Work Songs"
"Songs of the American Negro Slaves"
"W.E.B. DuBois"

Read -- Poems

"Each Morning"	I Am The Darker Brother
"Southern Mansion"	"
"O Daedalus, Fly Away Home"	"
"Dust Bowl"	"
"A Ballad of Remembrance"	"
"Middle Passage"	"
"Dream Variation"	"
"The Negro Speaks of Rivers"	"
"A Moment Please"	"
"October Journey"	"
"Memorial Wreath"	"
"Runagate Runagate"	"
"To Richard Wright"	"
"American Gothic"	"
"When Mahalia Sings"	"
"Yardbird's Skull"	"
"The African Affair"	American Negro Poetry
"Far from Africa"	"
"Heritage"	"

Short Readings

DuBois,	"On Being Crazy"	American Negro Short Stories
Dunbar,	"The Lynching of J"	"
Chesnutt,	"The Goophered Grapevine"	
Wheatley,	"On Being Brought from Africa to America"	

Suggested Activities

1. Student prepare short biographical sketch of persons related to the beginnings of Black Man in America.

   For example: The Voyage Literature --
   Bennett's, Before the Mayflower
   Woodson, Story of the Negro Retold
   (Four steps in Negro History, Vol. 2)
   (Four steps in Negro History, Vol. 3)

2. Teacher begin a vocabulary list with the students for readings and poems. This will be continued in each unit.

3. Students begin a mural depicting the main feelings aroused by the reading done during this unit. This could be a group activity or an individual activity that would progress as the course progresses.

4. Teacher should secure several short writings during the unit. These writings should call for a variety of expressions: analysis, interpretation, reaction, application, etc. Writing skills would be taught in conjunction with these writing experiences.

5. Oral reports could be given of the biographical sketches.

6. Small group discussions of topics relating to unit theme could be beneficial.

7. Writing a short poem (perhaps in haiku) to express a feeling created by one of the readings. Make a display of these after sharing with class.

Suggested Visual Aids

IMC Literary Figures RT31640 (Quest for Freedom Series)

Unit II Theme: Breaking Loose (The Emergence of the People) (4 weeks)

Suggested Procedure

1. Read chapters 4, 5, 6 in The Negro Pilgrimage in America for background.
2. Show Film

"A Search for Identity"	12 min.	Mott Lecture-Discussion D.
"Don't Call Me Boy"	40 min.	"
"Felicia"	12½ min.	"

3. Recordings

   See Flint Public Library listings and IMC listings for suitable titles.

4. Read Poems

Emanuel, James	"A Get Up Blues"	Something Else
Hughes, Langston	"Me and the Mule"	I Am The Darker Brother
" "	"Song for A Dark Girl"	"
" "	"Cross"	"
Jones, Leroi	"Each Morning"	"
Hayden, Robert	"Those Winter Sundays"	"
McKay, Claude	"If We Must Die"	"
Hill, Leslie P.	"So Quietly"	"
Bontemps, Arna	"The Daybreakers"	"
Brown, Sterling	"Old Lem"	"
Dunbar, Paul L.	"Sympathy"	"
Durem, Ray	"Award"	"
Prettyman, Q.	"When Mahalia Sings"	"
Grimke,	"The Black Finger"	American Negro Poets
Johnson,	"Your World"	"
Johnson, Fenton	"The Old Repair Man"	"

5. Readings (Short)

Gibson, A. I Always Wanted to be Somebody, Harper & Row (HB & PB)

Gordon & Falk Warfare In the Streets (PB ?)

Hughes,	"On the Road"	Afro-American	Literature-	Fictio
Petry, Ann	"The Street"	"	"	"
Brown, Frank	"Singing Dianah's Song"	"	"	"
	City of Refuge (?)			

Suggested Activities

1. Students prepare biographical sketches of persons who made literary contributions to materials in this unit.
   For example: Hughes, Langston
   McKay, Claude
   Bontemps, Arna, etc.

2. Continue vocabulary list for readings and poems.

3. Continue mural (Unit II) to depict the feelings aroused by the readings, etc. done in this unit. (Students should be reminded to keep unit title in mind).

4. Teacher should secure several short writings during the unit. These writings should call for students to do logical thinking, as well as deductive thinking. Writing skills would be taught in conjunction with writing experiences.

5. Oral reports could be given of the biographical sketches.
6. Students could make a notebook containing pictures and/or drawings of authors studied, along with biographical sketches of each author.
7. Students could be encouraged to bring articles from magazines etc. to class pertaining to unit theme. These materials could be displayed on bulletin board and/or reported to class.

Unit III Theme: Playing It Cool (Struggle for individuality) (6 weeks)

Suggested Procedure

Read Chapter 7 in The Negro Pilgrimage in America for background

Show Films

See listings in catalogues -- Flint Public Library, Instructional Materials Center, and Mott Lecture Discussion Department for films and recordings.

Reading Poems

Clifton, Lucille,	"The 1st" (Read in conjunction with short reading "Geraldine Moore the Poet" also in Something Else)	Something Else
Clifton, Lucille,	"In the Inner City"	Something Else
Brooks, G.	"We Real Cool"	I Am the Darker Brother
Jones, L.	"A Poem for Black Heart's"	"
Hughes, L.	"I, Too, Sing America"	"
Bontemps, A.	"A Black Man Talks of Reaping"	"
Cullen, C.	"From the Dark Tower"	"
Dunbar, P.L.	"We Wear the Masks"	"
Cullen, C.	"Incident"	"
Rivers, C.K.	"The Train Runs Late to Harlem"	"
Johnson,	"Conquest"	American Negro Poetry
Christian,	"McDonogh Day in New Orleans"	"
Hughes,	"Personal"	"
___________,	"Mother to Son"	"
Cuney,	"No Images"	"
Johnson,	"Poem"	"

Short Readings

Hughes,	"One Friday Morning"	American Negro Short Stories
Kelly,	"The Poker Party"	Afro-American Literature: Fiction
Baldwin,	"The Rock Pile"	" "
Edwards,	"If We Must Die" (Poem "If We Must Die" -- Am. Negro Poetry could be used in conjunction)	" "
Edwards,	"Mother Dear and Daddy"	Afro-American Literature: Fiction

2

Short Readings (Con't.)

Brooks,	"You're Being So Good, So Kind"	Afro-American Literature: Fiction
Russell,	"Klactaveedsedstene"	"
Cade,	"Gertrude Moore the Poet"	Something Else
Cade,	"Raymond's Run"	"
Wright,	"The Fight"	At Your Own Risk

Read Novels

Durango Street by Bonham
Harlem Summer by Vroman
Lilies of the Field by Barrett

Read Play

Raisin in the Sun, by Hansbury

Read Biography

My Lord What A Morning, Marion Anderson

Suggested Activities

Secure short writings on assigned topics relating to unit theme.

Continue vocabulary list.

Continue mural

Continue notebooks

Read Poems orally or paraphrase

Unit IV Theme: The Name of the Game (The decision making) (5 weeks)

Suggested Procedure

Read remaining chapters 8-9 in The Negro Pilgrimage in America for background.

Show Films

See catalogues for titles

Recordings

See catalogues (IMC, FPL, & Mott) for titles
(Mott Lecture Discussion Department)

Read Poems

Brooks,	"A Song in the Front Yard"	I Am the Darker Brother
White,	"Black Is A Soul"	"
Love,	"The Noonday April Sun"	"

Short Readings

Clarke,	"The Boy Who Painted Christ Black"	American Negro Short Stories
Taylor,	"Only Clowns Passing Through"	"
	"Summer Tragedy"	"
McKay,	"Truant"	"
Allen,	"The Sidewalk"	Something Else
Paley,	"Samuel"	"
	"John Henry"	At Your Own Risk
	"The Impossible Dream"	"

Suggested Activities

Continue vocabulary list

Continue mural

Present a problem situation and have students write a conclusion.

Role playing in which students assume characters in problem situations, in stories read, and in student prepared skits.

Students write reactions to ideas presented in poems.

LESSON PLAN FOR: THE BOY WHO PAINTED CHRIST BLACK by John H. Clark

I. For Openers

A. Getting the feel of it
1. What color was Christ?
2. How do you know this?

B. Vocabulary
- hatchet
- remarkable
- reserved
- civilization
- Columbus, Ga.

II. Read "The Boy Who Painted Christ Black" (Silently)
See what happened when he did.

III. Doing Your Thing

A. What kind of boy is Aaron?
Give examples from the story.

B. Describe Aaron's painting.
Why was it so unusual?

C. How did the teacher and the class react to Aaron's painting?
Can you explain their reaction?

D. What kind of man was the Superintendent? Explain.
Why do you think he got so upset by Aaron's painting?

E. From the story -- Aaron and Mr. DuVaul walked away down the street --- "they were still walking like two people who had won some sort of victory".......
Do you feel that they won a victory? If so, what kind of victory was it?

F. The principal lost his job, the other teachers did not.
Who do you think is better off? Why?

G. If your job, or success in general, were at stake, would you choose to be like Mr. DuVaul, or like the other teachers?
Why?

IV. Activities

A. A piece of the action!
Some people say that black people have not been given their rightful place in history books. Go to the library and get information on someone from history who was black.
Prepare a three-minute talk to the class, in which you tell who this person was, and what he did that made him a part of history.
Decide whether or not this person you have chosen is as well known as he should be.
Tell the class what you think.

B. Paint or draw your own picture of Christ.

C. Select a person who lived in the past that was not black.
Write a story about his life as it might have happened if he had been black.

D. Games:

1. Silent letters

Each of the following will make a complete word if you add the correct silent letter.

a. H Y M ___ b. C ___ R I S T c. L I S ___ E N

2. Cross-outs

In each of the following groups of letters is a hidden word. The letters of this word are in correct order. Cross out the letters that do not belong.

Example: D ~~X~~ ~~Y~~ O ~~Z~~ G ~~P~~ = D O G

1. (leave 2 letters) I X P Z T G = ____________
2. (leave 3 letters) Z M Q U Z N X = ____________
3. (leave 4 letters) B X M L Q U E A = ____________
4. (leave 5 letters) H G W R E I Z A T = ____________
5. (leave 6 letters) M X O T Z H E G R P = ____________
6. (leave 8 letters) P B E A C K E F Y U L = ____________

Student References:

Books you might enjoy --------

The Troubled Summer, by Ben Haas (Bobbs-Merrill)

Almas' A Man, by Richard Wright

"After You, My Dear Alphonse," by Shirley Jackson from The Lottery by Shirley Jackson, Farrar, Straus, & Giroux, Inc. 1949.

THE NOVEL

Course Description

The student will be provided the opportunity to develop an appreciation for the structural forms of fiction--progressing from an elementary understanding of a simple short story to the more complex form of the novel.

Behavioral Objectives

The student will be able to identify such specific parts of a short story as conflict, climax and denouement. He will identify these elements through teacher questioning and class discussion, objective tests and a writing assignment.

The student will be able to apply this understanding to the larger structural form of the novel. Group projects should show the class their understanding of the author's use of major and minor conflicts and their interrelationships.

The student will have read a definite number of novels by the end of the semester. Some of these will be required reading using teacher prepared tests. Some will be of the student's own choosing.

The student will have made both oral and written response to all of these novels to both the teacher and to other students through such activities as group role playing, a paper describing a day in the life of a character, a letter written by one character to another.

Suggestions

It is suggested that a contract system be used in this course. For example, for an A read and report on 10 novels per marking period.
" a B " " " " 8 " " " "
" a C " " " " 6 " " " "
" a D " " " " 4 " " " "

Each of these novels should be presented in some form or other. Such activities might include: individual oral reports to the teacher on a given day of the week, individual reports to a small group (teacher included) on a reading day, small group presentations of the same novel to the entire class after the teacher has given a book talk to interest different groups in particular novels, written assignments in addition to book reports.

The teacher should be sure that each student is guaranteed a chance to pass. Four novels should be required reading each marking period, with teacher prepared tests and/or writing assignments.

THE NOVEL - 2

Suggested Required Reading

Vroman, Harlem Summer
Steinbeck, The Pearl
Schaefer, Shane
Hentoff, Jazz Country
Abell, Champion With A Knife
Wojciechowska, Tuned Out
Bonham, Durango Street
Johnston, Whatever Happened to Mavis Rooster?

Suggested Additional Reading

Eyerly, Drop Out
Young, Where Tomorrow?
Sprague, A Question of Harmony
Hunter, The Landlord
Portis, True Grit
Hunt, No Promises in the Wind
McKay, Dave's Song
Coppard, Who Has Poisoned the Sea?
Holland, Amanda's Choice
Haas, The Troubled Summer
Hunter, The Lothian Run
Townsend, The Intruder
Cassiday, The Wild One
Deming, Spy-In: The Mod Squad #4
Barrett, The Glory Tent
Johnston, Then Came Bronson
Ald, Rough Scrambles

Additional Suggestions for Activities

Begin the course with a two-week study of several short stories (teacher's choosing) aimed solely at having the student identify conflict and type of conflict (man vs. himself, man or environment), climax (point of greatest interest) and denouement (solution of conflict).
The testing here should be a paper which discusses the specific conflict, climax and denouement of a specific short story.

Use required books which everyone has read for student interaction.

Have different groups teach different parts of the book.

Give students the responsibility for presenting vocabulary work to the class from required reading.

Additional Suggestions for Activities (Con't.)

Make writing assignments in news reporting style on one incident from a book.

Prepare a newscast (use tape recorder) on an event from a book. ("This is David Brinkley in Washington. Tonight"....)

Dramatic readings of several exciting paragraphs.

After reading several books together have one character write a letter to a main character in another novel.

Use groups to dramatize hypothetical incidents but actual characters from novels.

Let student groups be responsible for part of the testing.

WRITING STORIES

Course Description

Writing stories is for the student who would like to develop basic writing skills in description and narration. He will learn how to create stories from personal experiences and observations and the mechanics of how events and characters add up to a simple story.

Behavioral Objectives

The student will be able to recognize formal elements of the short story such as plot, point-of-view, and characterization as measured by teacher-constructed tests which requires the identification and labeling of these elements.

The student will be able to develop a critical judgement toward written material in regard to audience reaction, originality, coherence, and completeness as measured by his ability to grade and analyze another student's paper.

The student will be able to demonstrate comprehension of the elements of the short story as measured by development and use of these elements in short sketches and short stories of his own.

The student will be able to demonstrate mastery of simple writing mechanics and techniques, such as dialogue, description, point-of-view, and chronology, as measured by using these elements in short sketches and short stories of his own.

Materials

Books

- Brown, Adventuring in the City (Globe)
- Bushman, Scope Reading I (Harper and Row)
- Leavitt and Sohn, Stop, Look, and Write (Bantam)

Subscription to Scope magazine

Semester Outline

Weeks 1-2 THE JOURNAL

A personal journal is to be kept for the first two weeks only. One entry a day will be recorded consisting of the student's personal experiences, thoughts about life, and observations of happenings. Class time will also be spent reading and discussing stories from the texts throughout the entire course.

WRITING STORIES - 2

Weeks 3-4 CONCENTRATING AND OBSERVING DETAIL

The concepts of specificity and generalities will be studied in this unit. Short writing experiences using photographs and models with the goal of writing vivid, concrete detail emphasizing the use of the five senses will be done.

Examining stories for details, listing specific sensory words, imitating the movie camera, and completing unfinished sentences are possible activities.

Week 5 MAKING COMPARISONS

Comparing seemingly dissimilar things, the concepts of simile, metaphor, and trite words and phrases can be explored this week. One technique is to use the Happiness is __________ and/or Misery is __________.

Week 6 FINDING IDEAS AND INVENTING TITLES

Examining subjects to write about will occupy this time interval. Photographs, stories, and life experiences may be used.

Week 7 DESCRIBING AN OBJECT

The camera eye focus with stress on concrete detail of size, shape, color, and texture will be taught here. Pictures of objects and actual objects can be used for short writing assignments.

Week 8 DESCRIBING A PLACE

Spatial relations, directions, and linking expressions will be studied while describing a place.

Week 9-11 DESCRIBING A PERSON

Begin with short descriptions of appearances such as physical features. A costume such as nurse, jockey, scuba diver could be described from experience or imagination. Move to describing personalities of characters by recording what they say or do, and finally, describe groups of people.

Weeks 12-13 CONVERSATION

Teach mechanics of dialogue. Use oral improvisations and imagined dialogue from pictures. The goal should be to imply significance by what is being spoken.

WRITING STORIES - 3

Week 14 POINT OF VIEW

Discovering attitudes of the narrator will be emphasized here. Switching the point of view of an existing story is a useful exercis Writing in First Person to reveal character will be assigned.

Week 15 THE WAY ACTION MOVES

This unit will be concerned with simple plot construction. Chronological order of events, first to last, beginning to end, will constitute the writing exercises.

Weeks 16-17 LONGER NARRATIVE

A complete story (500-1000 words) should be assigned here. Students will need individual help planning and executing the story. They should know what their situation, characters, and ending will be before they are allowed to begin. Allow change of these while they are writing, however, their subjects should be real or imagined incidents involving people caught in exciting situations such as a fire, accident, flood, tornado, fight, etc.

Weeks 18-20 CLASS PLAY PROJECT

A radio, TV, or one-act play is to be written as a total class project. Let class jointly dream up plot and characters. Dialogue can be improvised while recorders write down what is said and done. Appoint committees for costumes, props, makeup, scenery, etc. Find an audience for the final production such as a tape recorder or invite another class in to view it.

Suggested Approaches and Teaching Aids

Use suggestions in Scope magazine.

Scramble the order of events in a story they haven't read; ask students to arrange; then read story and compare.

Read the opening of a story and have students write their own endings, then compare with original ending.

Read papers the students have written, to each other in small groups.

Read students' work to the class only after first making commendable remarks and suggesting that the class can learn from paper. Limit class remarks to constructive criticism and discourage fault-finding.

Have an anecdote telling session; teacher can supply some first.

Suggested Approaches and Teaching Aids (Con't.)

Writing experiences should be designed to give student a feeling of success.

Marks on papers should be limited to commendable comments and suggestions for improvement. Check for specific skill that has been taught, not for writing skills in general.

Use blackboard and overhead projectors so class can pool ideas for developing a topic.

Keep writing assignments short until late in the course.

Teacher may wish to consult the course entitled Creative Writing IV for teacher resource materials.

HEROES

Course Description

Reading short stories, plays, poetry, non-fiction focused on the concept of the hero. The course should help to expand the sterotyped concept of the hero as merely physically brave. The man is great who conquers himself. The man is great who leads other men with no regard for himself.

Behavioral Objectives

Reading

Student will be able to identify the unique characteristics of the hero being studied as measured by both written and oral responses.

Student will be able to display comprehension of material by reading silently in the course as measured by teacher made tests, of several content questions, covering a short reading assignment.

Writing

Student will demonstrate application of writing skills as a means of reacting to ideas by writing three sentences of personal response to a short reading assignment.

Listening

Student will display auditory comprehension of reading materials used in the classroom as measured by his response to several content questions following a short oral presentation from the literature being used by the teacher.

Speaking

Student will be able to display knowledge of character by role playing a conflict situation as measured by teacher judgement.

Student will be able to demonstrate a comprehension of the heroes characteristics by identifing these characteristics in a period of two minutes, such as in an oral book review, with the teacher.

Instructional Materials

Suggested Books to use in Heroes

- Black Like Me
- Paper Lion
- Black Boy
- Level 7
- Western Stories of Bret Harte
- Todays Negro Americans and Their Contributions to Their Country

Supplementary Books in the IMC

- Why We Can't Wait
- Diary of a Young Girl
- Cheaper by the Dozen
- Incredible Journey
- Before I Sleep (Dr. Dooley)
- Call Them Heroes

Suggested Supplemental Books to be ordered

- The Raft (Pyramid books, JR25, 50¢)
- The Kennedy Courage (Pyramid books, H701, 60¢)
- P.T. 109
- Scope Magazine

Suggested Films to be used in conjunction with novels

- No Man is An Island -- Black Like Me
- New Moods -- Black Like Me
- Hangman -- Level 7
- Morning for Jimmy -- Black Boy
- Thousand Days -- JFK -- The Kennedy Courage & P.T. 109
- Drop Out -- Black Boy
- All American Team 1965 -- Paper Lion

Other Suggested Films

- Mahatma Gandhi
- Helen Keller in Her Story
- Hunchback of Notre Dame

Suggested Activities

Look for Heroes in the Newspaper

- Have discussion on whether there are modern heroes or not.
- Have class look in the newspaper for heroes and report back to class about them.
- Then divide the class into groups to look for specific groups of heroes, i.e. Sports, World news, Local news, society, features.
- Follow this with a discussion of the perfect hero and draw up his characteristics.
- (If possible) construct an ad for the newspaper listing these characteristics using this headline,--WANTED: Knight in Shining Armor, and place ad in the paper.

THE ART OF THE MOTION PICTURE

Course Description

Utilizing the highly visual environment of today, the student will expand his awareness of experience through oral and written discussion of the film medium.

Behavioral Objectives

The student will be able to display comprehension of independent silent reading as measured by teacher test in which he paraphrases film reviews read during the course.

The student will display his sensitivity to the think-ful world, as seen on the screen, as measured by his oral and written discussion following movie viewing.

The student will demonstrate ability to comprehend above the literal level. He will discuss symbolic meanings in written composition and teacher-constructed tests. He will also identify extended visual symbolism in oral discussion.

The student will be able to discuss films with technical language as measured by his oral participation and teacher-constructed tests.

The student will be able to demonstrate an understanding and appreciation of the accomplishments of film makers through oral and written reports and teacher-constructed tests.

The student will respond positively to multi-media exposure as measured by his development of a pictorial or aural college and his oral presentation to the class.

Materials: Student

Television You Watch, Turner, Follett Publishing Co.
Movies You See, Turner & Livingston, " "
Exploring the Film, Kuhns and Stanley

Teacher

Movies: The Universal Language, Bede Sullivan
Screen Experience; An Approach to Film, ed. Sharon Feyen
The Motion Picture and the Teaching of English, Sheridan

Suggestions for Programming

1. Compare two short films on the same subject -- one mediocre, the other well-made. Students, with direction, can arrive inductively at basic film techniques trying to account for differences in the films.

2. Discussion -- general
   small group
   Get away from lecture; question-answer.

3. Use a short film with the sound track cut off, the teacher will make a running commentary.

4. View a film several times. View - discuss; View - discuss. Or stop a film - discuss.

5. On a bulletin board, keep a list of quality films scheduled to be screened on TV.

6. If enough students have access to cameras and would actually like to shoot a film, set up a film festival where they can screen their films in front of an audience.

7. Ask each student to keep a journal in which he will be responsible weekly for (a) an evaluation of a film that he saw in a theatre or on TV; (b) a summary of a film review; (c) and an evaluation of films seen in class.

8. Using the video tape recorder, demonstrate as many motion picture techniques as possible.

Individual or Group Activities

1. Using a tape recorder students may wish to make a sound collage--school sounds, morning sounds, etc.

2. Make a picture collage of "things I dig".

3. Keep a log of films shown at the major movie theaters in Flint. From this listing draw conclusions about the policy of each theater.

4. Invite a local film-maker to show and discuss his films.

5. Cut out several pictures which seem to fit together to present on a multi-image screen.

Individual or Group Activities (Con't.)

6. Place different shapes of paper over a picture to show how the frame affects a shot.

7. Write film reviews for the school newspaper.

8. Compare a film and its prose counterpart at several particular points.

9. Write several paragraphs trying to capture a mood. Using 8mm film do the same.

10. View parts of a film with the sound turned off. Is the movie as effective?

11. Gather a series of pictures which suggest an idea, create a mood, or tell a story. Select a complementary sound background and present to the class.

12. Suggest that students edit a poem, short story, play, novel, or other piece of prose for "shooting."

Suggested Course Outline

Unit I Theme: Brief history of film styles

1. A record of events -- similar to home movies

   Origins of the Motion Picture -- Flint Public Library
   Facts About Film " " "

2. Attempt to tell stories --
   "long shot, medium shot, close-up", constant movement, visual delight

   Great Train Robbery (FPL)
   Dr. Jekyll and Mr. Hyde (FPL)
   Hunchback of Notre Dame (FPL)

3. American silent comedy --
   speed, reckless abandon, wacky incongriuties, violent slapstick

   The General (FPL)
   Fun Factory (FPL)

4. Expressionism (German) --
   shatter reality of surface appearances to reveal reality of inner experience.

Unit I (Con't.)

5. Montage (Soviet) --
shots in startling arrangement to make symbolic comment.

6. Sound --
early tyranny of technicans.

7. Neo-Realism (Italian) --
non-professional actors, real settings, natural lighting and themes of implicit social criticism.

8. Highly individualistic directors --
themes and techniques -- international influence

Ingmar Bergman
Michelangelo Antonioni
Federico Fellini

9. Critics - turned - directors

Francais Truffant (The 400 Blows)
Alain Resnais (Night and Fog)

10. "New American Cinema or Underground"

Directors freed from the Hollywood scene -- no particular social or moral code, no great financial backing.

The multi-image -- several images on one film print projected on one screen
more intense involvement of viewer.

Unit II Theme: Types of Film

1. Western --

Develop with the class the stylized western mythology.
(story -- type; character -- type)

2. Documentary --

Film as social commentary.
Is it recording facts or taking a stand?
Compare a documentary film with TV coverage.
Useful films -- (Numbers refer to listing following Course Outline) 1, 4, 5, 6, 7, 10

Unit II (Con't.)

3. Comedy --

   What elements are necessary for a good sight gag?

4. Adaptation from novels, short stories, etc. 2, 13, 20

5. Animation -- 14, 15, 16, 20

6. Symbolic Commentary --

   1, 6, 9, 10, 11, 12, 13, 15, 16, 17, 19, 20, 21

7. Pure Film -- 3, 6, 8, 16, 18

8. Cinéma Verité -- 1, 4, 6, 8, 9, 10, 11, 12, 13, 19, 21

Unit III Theme: Basic film language and techniques

1. Definitions of Basic Terms

   - Shot -- Out - In; Out - Away
   - Scene -- Establish; Re-establish
   - Sequence

2. Cinematic properties

   - Montage 1, 2, 5, 7, 8, 10, 11, 16, 20
   - Camera Angle 2, 8, 9, 10, 12, 16, 19, 21
   - Camera Position 2, 3, 4, 6, 8, 9, 10, 16, 19, 21
   - Camera Movement 2, 3, 6, 7, 8, 9, 10, 11, 12, 16, 19, 21
   - Color 3, 7, 9, 12, 15, 16
   - Sound --
     - Natural 2, 5, 6, 16, 17, 20
     - Music 2, 7, 8
   - Film devices 2, 3, 6, 8, 10, 11, 16, 18, 21
     - fast motion, slow motion, stop motion
     - fade
     - dissolve
     - superimposition
     - wipe
     - cut
     - build-up
     - blur or swish pan
   - Introceptive Camera 6, 8, 10, 11, 12, 19, 21
   - Character development 3, 5, 6, 11, 19, 21
   - Visual symbols 6, 8, 9, 12, 16, 18, 20, 21
   - Lighting 11, 12, 17, 21
   - Beauty of Images 3, 5, 8, 9, 12, 16

Suggested Films: (Available through the Flint Public Library)

1. Thursday's Children
2. Occurrence at Owl Creek Bridge
3. Dream of the Wild Horses
4. Nanorh of the North
5. The River
6. Have I Told You Lately That I Love You?
7. Night and Fog
8. Corral
9. The Red Balloon
10. A Time for Burning
11. Phoebe
12. The Golden Fish
13. A Time Out of War
14. The Hand
15. Animal Farm
16. Boundary Lines
17. A Chairy Tale
18. Clay
19. The Game
20. Hangman
21. It's About This Carpenter
22. Nahanni
23. New York, New York
24. Parable
25. Time Piece
26. The Toymaker
27. A Trumpet for the Combo
28. White Mane
29. When I'm Old Enough, Goodbye
30. Salvage Gang
31. Dog's Life
32. Great Adventure
33. Cadillac
34. Decision to Die
35. Greenwich Village Sunday

Other titles are available

BEHAVIORAL OBJECTIVES

Series III

Objectives for Series III

Reading

The student will be able to display comprehension of cause-effect relationships as measured by a teacher-constructed test on predicting outcomes in a novel on the basis of clues early in the plot.

The student will be able to demonstrate knowledge of independent reading techniques as measured by individual conference with the teacher after reading an entire novel.

The student will be able to demonstrate comprehension of the difference between fact and opinion as measured by a teacher-constructed test which involves labeling facts and opinions in a carefully chosen reading selection.

Writing

The student will be able to apply a pattern of organization in a longer composition as measured by writing a theme which begins with a generalization and then is supported by three specific examples.

The student will be able to demonstrate comprehension of the differences between slang, informal, and formal language as tested by teacher observation of class discussion and of writing.

Speaking

The student will be able to display comprehension of oral English as measured by a brief impromptu talk about a reading experience.

Listening

The student will be able to display auditory comprehension as tested by recall of facts from a fifteen-minute teacher lecture.

SUCCESSFUL ENGLISH

Course Description

Readings selected around the themes: "Rebels and Regulars", "Ways of Justice", "Something Strange", offer the student an opportunity to look at problems of minority groups, the generation gap, his self-image, and people's struggles to overcome obstacles and achieve justice for all in America. (based on facets of American culture)

Behavioral Objectives

The student will be able to display his deeper insights into himself and his role in American society as measured by teacher-prepared tests, group discussions, and teacher evaluation of student compositions.

Reading

The student will be able to display understanding of the structural elements of short stories, plays, and novels as measured by teacher-constructed tests based on plot, theme, characterization, and setting.

The student will be able to demonstrate an increased awareness of the difference between fact and opinion and display the ability to judge literature critically as measured by teacher-constructed tests which involve labeling facts and opinions and carefully analyzing specific reading selections.

Writing

The student will be able to apply a pattern of organization to longer compositions as measured by writing a theme which begins with a generalization and then supporting it by three specific examples.

The student will be able to illustrate in this composition his knowledge of standard skills such as punctuation, spelling, and sentence structure; also, he will be able to display understanding of the differences between acceptable and unacceptable language usage.

Speaking

The student will be able to demonstrate the use of acceptable oral English as measured by teacher observation of class discussion.

The student will be able to display competence in the use of acceptable oral English as measured by brief impromptu talks based on reading experiences.

SUCCESSFUL ENGLISH - 2

Listening

The student will be able to demonstrate his ability to listen effectively as tested by recall of facts from a fifteen minute teacher lecture or reading.

Materials

Books:

Macmillan, Gateway English, Level III
WAYS OF JUSTICE
REBELS AND REGULARS
SOMETHING STRANGE
PEOPLE IN POETRY (Supplemental)
Teacher's Manual
Student's Manual

Warriner's, Grammar and Composition Grade 10
Composition: Models and Exercises 10
Black Boy, Richard Wright
Three Plays by Thornton Wilder
Bridge of San Luis Rey, Thornton Wilder
Picture of Dorian Gray, Oscar Wilde
Eight Tales of Terror, Edgar A. Poe
Ten Short Plays; Weiss, ed.
Best TV Plays, Vidal, ed.
The Ox-Box Incident, Walter Van Tilburg Clarke
April Morning, Howard Fast
Freedom Road, Howard Fast
Dr. Jekyll and Mr. Hyde, R.L. Stevenson
Lions in the Way, Bella Rodman
Turn of the Screw, Henry James

Films:

"An Occurrence At Owl Creek Bridge" FPL
"The Parable" FPL

Records:

Edgar A. Poe Short Stories
"Ode to Billie Joe", Bobbie Gentry
"Eleanor Rigby", The Beatles
"Richard Cory", Simon and Garfunkel
"Feelin' Groovy", " " "
"Motherless Child", an American Folktune

SUCCESSFUL ENGLISH - 3

Supplemental Books:

Great American Short Stories, Stegnew, ed.
Twenty Grand Short Stories, Taggard, ed.
A Study of the Short Story, Fields, ed.
Stories for Youth, Lass, ed.

Suggested Semester Outline

Orientation Activities:

- A reading test should be administered to determine reading level and accuracy of placement.
- An overview of the semester's objectives, materials, and requirements.
- A Pre-test designed to reveal students' writing abilities in order to determine where the emphasis should be placed in areas of grammar and composition should be administered.

Unit Activities:

The semester can easily be divided into three six-week units, each unit based on a book of the Macmillan Gateway English Level III (REBELS AND REGULARS, WAYS OF JUSTICE, SOMETHING STRANGE.)

Grammar and composition should not be studied as separate units but should be continuous activities throughout the entire semester.

Students should, at the beginning of the semester, write short compositions (paragraphs) at the rate of about one a week. They should then graduate to longer compositions. All topics for these written assignments can grow out of the reading assignments. Additional suggestions can be found in the Teacher's Manual for the Gateway Series Level III, the Student's Manual, in COMPOSITION: MODELS AND EXERCISES 10 and in Warriner's Grammar and Composition 10.

Speaking and Listening Activities: (These should also be continuous through the course.)

1. class discussions based on reading experiences
2. panel discussions based on reading experiences and on personal experiences related to them
3. options for action in contemporary society--students duscuss their role as a family member, member of American society, member of a peer group, etc.
4. plays can be read aloud and portions of them acted out
5. oral reports on reading experiences
6. role playing based on characters (both real and fictional) met in the reading
7. debates centered on the questions "What is Justice?" and "How can it be achieved?" How is justice related to laws?
8. mock trials where the students present cases of characters met in the reading or of real people
9. "You Be the Judge" (suggestions can be found in Scope Magazine)

SUCCESSFUL ENGLISH - 4

Final Week Activities:

1. Administer Post-test
2. Evaluation of Communication Skills

Unit I Theme: The Individual in America

Reading, writing and oral activities revolve around the following themes: Problems of minority groups, the generation gap, rebellion and conformity, self-image.

Books

REBELS AND REGULARS (Gateway Level III)
BLACK BOY
OUR TOWN (Three Plays by Thornton Wilder)
PEOPLE IN POETRY (Selections from)
LIONS IN THE WAY

Films

Records: (to accompany lyrics found in PEOPLE IN POETRY)

"Ode to Billie Joe", Bobbie Gentry
"Eleanor Rigby", The Beatles
"Richard Cory", Simon and Garfunkel
"Feelin' Groovy", " " "
"Motherless Child", an American Folk tune

Unit II Theme: Ways of Justice

Reading, writing, and oral activities revolve around the different kinds of justice, people's struggles to overcome obstacles and to achieve justice for all.

Books

WAYS OF JUSTICE (Gateway Level III)
APRIL MORNING
FREEDOM ROAD

Films

"Occurrence at Owl Creek Bridge" FPL
"The Parable" FPL

SUCCESSFUL ENGLISH - 5

Unit III Theme: Something Strange

Reading, writing and oral activities revolve around things that are not what they seem to be: weird creatures and impossible happenings.

Books

SOMETHING STRANGE (Gateway Level III)
PICTURE OF DORIAN GRAY
DR. JEKYLL AND MR. HYDE
VISIT TO A SMALL PLANET (in TEN SHORT PLAYS AND BEST TV PLAYS)

Tales by Edgar A. Poe
THE SKIN OF OUR TEETH (Three Plays by Thornton Wilder)
TURN OF THE SCREW

Films

Records

"Tales of Edgar Allen Poe"

Suggested Procedure:

It is unnecessary to delineate a daily or weekly outline for these three units as the Teacher's Manual for the Gateway Level III does an excellent job of it.

The Student's Manual also has many suggestions for student activities, as does COMPOSITION: MODELS AND EXERCISES 10.

The films and other suggested materials may be inserted at the teacher's discretion.

INDEPENDENT READING

Course Description

Independent Reading is a course in which the student will be allowed to read--in the classroom--books that interest him. He will be encouraged to develop a wide range of reading interests and to probe more deeply into the reading that he does under the guidance of the teacher. His reading experience will result in a project based upon an author, theme, or type of reading that you choose. Independent Reading emphasizes the personal reading development of the student.

Behavioral Objectives

The student will discover new worlds of literature, based on his interest, and gain a desire to raise the maturity level of his reading by extensive guided reading as measured by group discussion, oral reports given to the class or to the teacher, and written analysis of the books or ideas.

The student will display his understanding and appreciation of various kinds of reading by writing short papers or longer compositions indicating his knowledge of basic elements of a novel such as characterization, point-of-view, theme, plot, and setting as measured by group and teacher-evaluation.

Achievement Level

This course is designed for the student (Series III) who would like to extend his background in various kinds of reading.

Instructional Materials

- Paperback books (multiple copies, and a great variety of reading levels and interests represented in the titles of popular books selected)
- Paperback display cases or revolving racks
- Hardbound books (especially titles not available in paperback)
- Reference books and pamphlets (Books for you, Doors to More Mature Reading, Reading Ladders for Human Relations, Patterns in Reading, Books for the TeenAge, Book Bait, etc.)
- Filing Cabinets (4x6 index card size and/or manilla folder size)
- SRA Reading Accelerator (optional)
- SRA IIIa, IVa
- SRA Reading for Understanding

Instructional Materials (Con't.)

Sources for paperback titles:

- Fader, Hooked on Books
- National Council for Teachers of English list of paperbacks for college-bound students
- Other sources mentioned in above Instructional Materials

Semester Outline

Complete Student Questionaire which is designed to indicate reading interests and reading level.

Set up basic semester procedures:

- Student arranges for individual conference with the teacher.
- Student reads during the class period.
- Student selects books as his interest dictates for the first part of the semester. He may use either the classroom collection or the library. He should not begin work on his project until midsemester.
- The student keeps a running record of his reading (author, title, pages, comments) in a folder, spiral-ring notebook, or index cards. Students should be encouraged to write about some aspect of the book read.
- Through conferences the student is encouraged to deepen and widen his reading interest, noting the direction and growth of his reading maturity.
- At each conference the student answers questions or indicates an opinion of a particular aspect of the book such as characterization, handling of theme, comparison to another book, etc. These comments are included in the student's record.
- About midsemester the student should be asked to complete a reading project as an outgrowth of his interests and previous patterns of reading. He chooses an author, theme, or type in which he is particularly interested and then writes an analysis of his chosen topic. Students would be told about the project at the beginning of the course, but should not be encouraged to begin active work until near the middle of the semester.

Semester Outline (Con't.)

- Occasional panel discussions or debates may be held involving students who have read the same book, or whose reading relates to a common theme, subject, or author. Small group discussions (involving only the teacher and those students with similar reading experiences) may be held at any time mutually convenient for the teacher and the students involved.

- Students who wish to increase their reading speed might be encouraged to work with a reading accelerator.

Additional Suggestions and Teaching Aids:

- The most important activities are individual reading and student-teacher book conferences.

- Following each conference, the student should be encouraged to write about some aspect of the book he has read.

- Evaluation: The capabilities of each student and his previous reading experiences should be considered in determining grades. Factors in grading should include the number of books read, the level of each book, and the quality of conferences and of notebooks (or cards).

- Teacher Preparation and Attitude: The teacher must have read or skimmed the books the students read; be able and willing to capitalize upon the student's interest and ability in recommending a book; must resist the temptation to present any planned activity which prevents individual reading and book conferences. He should be sure that with each conference the student has gained a clearer understanding of the book and his program.

STUDENT QUESTIONNAIRE FOR INDEPENDENT READING

Series III

Name________________________________ Grade____ Age____ HomeRoom____

Have you read any books lately for pleasure? __________

If so, what did you read? ____________________________________

How do you feel about reading?

Enjoy it very much? __________
Moderately so? __________
Dislike it? __________

Do you have trouble with words? __________

Do you have trouble finding books that interest you? __________

What kind of book do you consider interesting? ____________________

Name one or two of the best books you have ever read: ____________________

____

What others have you especially enjoyed? __________________________

____

How do you select the books you read? Do you get help from the teacher? __________ friends? __________ the librarian? __________ Do you get ideas from paperback racks? __________ browsing? __________ parents? __________ Books made into movies? __________ Card catalogue? __________

What magazines come regularly to your home? ____________________

Which ones do you read? ______________________________

Do you read others at school? __________ Which ones? __________

Does your family subscribe regularly to a newspaper? __________ Which one or ones? ____

Which portions of the paper do you read? ________________________

Do you have an encyclopedia at home? __________ Which one? __________

Do you have a quiet spot at home where you can sit and read? __________

Does television or radio interfere with your reading? __________

INDEPENDENT READING - 5

Series III Student Questionnaire for Independent Reading (Con't.)

Approximately how many hours a day do you watch TV? ____________

Name your favorite programs: ____________

Do you see many movies? ____________

Name one or two you found especially interesting: ____________

____

What are your hobbies or special interests? ____________

What books have you heard of that you especially hope to read this semester? ____________

MODERN LITERATURE

Course Description

In this course students will read about individuals that became involved in social struggles and war, individuals that faced death, and individuals that became great through their involvement and action. Some attention will be given to modern writers that expressed their views on those topics.

Behavioral Objectives

The student will be able to display his deeper insight into himself and his role in society as measured by teacher prepared tests, group discussions, and teacher evaluation of student composition and writings.

The student will be able to demonstrate his familiarity with authors and their writings that deal with modern man's involvement in social issues as measured by teacher tests and teacher evaluation of student writings.

Materials

Books:

Lee, To Kill A Mockingbird
Steinbeck, The Pearl
Griffin, Black Like Me
Paton, Cry, The Beloved Country
Anderson, Lost in the Stars (Famous American Plays of the 1940's)
Scheld, Short Stories II (Macmillan paperback)
Sohn, Ed. Ten Modern American Short Stories (Bantam)
Hersey, Hiroshima
Burdick, Fail-safe
Frank, Alas, Babylon
Stewart, Earth Abides
Remarque, All Quiet on the Western Front
Gunther, Death Be Not Proud
Peck, The Life and Words of Martin Luther King

Recordings:

"Born to Live"
"The Sit-in Story"
"The Negro Woman"
"W.E.B. DuBois"
"The Autobiography of Frederick Douglass"
"The Dream Keeper and other poems by Langston Hughes"

Films:

"An Occurrence at Owl Creek Bridge" FPL, "The Parable" FPL

MODERN LITERATURE - 2

Suggested Semester Outline

Administer Pre-test

Unit I Theme: "Man's Involvement in Social Issues"

Introduce the topic, "Man's Involvement in Social Issues" by reading and discussing short stories:

- "The Test" - Currents in Fiction
- "Water Never Hurt A Man" - Short Stories II
- "A Turn in the Sun" - Ten Modern American Short Stories
- "Road to the Isles" - Short Stories II
- "The Valentine" - Ten Modern American Short Stories
- "A Sense of Shelter" - Ten Modern American Short Stories
- "Susanna and the Shepherd" - Short Stories II
- "Michael Egerton" - Ten Modern American Short Stories
- "Sucker" - Ten Modern American Short Stories

Read and discuss one or more of the following books:

Lee, To Kill A Mockingbird
Steinbeck, The Pearl
Griffin, Black Like Me
Paton, Cry, the Beloved Country

Read "Lost in the Stars" (Famous American Plays of the 1940's) to compare the play with novel.

Listen to the recordings:

"The Sit-in Story"
"The Dream Keeper and other poems by Langston Hughes"

View Films:

"The Parable"	FPL	"The City"	IMC
"High Wall"	IMC	"Walk in My Shoes"	IMC

Poetry that reflects theme:

Untermeyer, "Caliban in the Coal Mine"
Sandburg, "The People Yes"
Jefferies, "Shine Pershing Republic"
Frost, "The Objection to Being Stepped On"
Cullen, "Any Human to Another"

Unit I (Con't.)

Suggested titles for supplementary reading:

Cleaver, Fire On Ice
Jones, LeRoi, Plays
Barrett, Lilies of the Field
Baldwin, The Fire Next Time
Baldwin, Nobody Knows My Name
Boyle, The Desegregated Heart
Kesey, One Flew Over the Cuckoo's Nest
McCullers, The Heart is a Lonely Hunter
Cohen, Burn, Baby, Burn
West, Miss Lonely Hearts
Dorman, We Shall Overcome
Williams, God's Half Acre (play)
Stegner, All the Live Little Things
Styron, The Confessions of Nat Turner
Waters, Ethel, His Eye is on the Sparrow

To Kill a Mockingbird Discussion Guide

Chapters 1 - 3

1. From whose point of view is the story told?

2. Who is Burris Ewell? What do you learn about him?

3. Why doesn't Scout want to return to school? What arguments does she use to convince Atticus? What compromise do they make?

Chapters 4 - 8

4. Why is Boo an outcast? Is he a scapegoat? Why or why not? Are the children deliberately malicious in the intentions toward Boo? What do you think are the reasons they act as they do?

5. Why was Jem crying (at the end of chapter 7)? What had happened to his world? What has he suddenly discovered?

Chapters 9 - 11

6. Why is Atticus defending a Negro? Did he volunteer to take the case? Why is his case causing such turmoil in the town? Does Atticus think he will win the case? Why or why not? What does he tell Scout to remember?

7. Judging from what you have read so far, what kind of a father is Atticus? Why does he want Scout to overhear the conversation he has with Jack at the end of chapter 9?

8. In what major way does Atticus disappoint Jem and Scout? What happens that changes their minds? Explain the difference between the way this affects Scout and the way it affects Jem.

9. What causes Jem to wreck Mr. Dubose's camellias? What does he have to do in recompense? What are the reading sessions like? What do Jem and Scout learn after Mrs. Dubose's death? Why does Atticus think Mrs. Dubose so brave? Do you agree?

Chapters 12 - 16

10. Describe the colored church to which Calpurnia took Jem and Scout. How can you explain Lula's reaction to their presence? Why does Calpurnia speak two languages? Is she right in doing this?

11. Why can't Helen Robinson get a job? Why is this a good example of scapegoating?

12. Is Dill a kind of outcast? What does he do to compensate for the feelings of inferiority that he has?

13. Describe the attidude and feelings of the men outside the jail. How does Scout prevent the men from becoming violent? Why does Mr. Cunningham turn the mob away?

14. What are the two most important pieces of testimony Heck Tate gives?

15. What do you learn about the Ewells in Chapter 17? What would cause them to be more prejudiced against the Negro than any other characters you have met in the book? How is Mayella different from the rest of the family?

16. Explain Mayella's change in testimony and the reasons for this change.

17. What besides Tom Robinson's words convinces Scout that he is telling the truth? Do you think this will convince the jury? Why or why not? How is the loneliness of an outcast shown here very clearly?

18. With what problems (chapter 17) does Tom Ewell present the court? What does this tell the court about him? How does Robinson (chapter 19) show that he is a gentleman and far more of a man than Ewell in the story?

19. Why did Tom Robinson make one of the worst mistakes he could have made when he gave his motive for helping Mayella? How does the prosecuting attorney make the most of this?

20. This trial seems to be a battle between two outcasts. After thinking over what you have read so far, decide who will win and why. Don't forget to consider prejudice that will be felt toward each of the outcasts.

Chapters 21 - 25

21. What do the Negro people do to show their respect for Atticus? How do they later show their appreciation? What is Atticus' reaction?

22. Why did Atticus let the children go to the trial? What leads Aunt Maudie to say that at least they have made a baby step in the right direction? Who held up the jury's decision? Why?

23. Why was Tom's death typical of a Negro? Who made it typical?

24. How does Jem react when Scout is about to squash a centipede? Why?

25. What puzzles Scout about Miss Gates' feeling toward Hitler? Why does she get no answer when she asks Jem about it?

26. Can you explain why Bob Ewell is acting the way he is when the jury brought in the verdict he wanted?

27. Who saved Jem and Scout? Why does this knowledge disturb Atticus so? What does he decide to do about it?

28. Why is bringing Boo Radley's name into the murder much like killing a mockingbird?

Unit II Theme: Man Faces Death

Introduce the theme "Man Faces Death" by reading and discussing the following short stories:

"To Build a Fire" - London
"The Most Dangerous Game" - Connell (Currents in Fiction)
"The Lagoon" - Conrad
"Laura" - H.H. Muro
"The Open Boat" - Crane
"The Last Leaf" - O. Henry
"Louise" - Maugham
"The First Death of Her Life" - Taylor (In Point of Departure)

Poems:

"Death Be Not Proud" - Donne
"The Highway" - Noyes
"Prisoner of Chillon" - Byron
"Cremation of Sam McGee" - Kipling
"We Are Seven"

Read and discuss one or more of the following books:

Hersey, Death Be Not Proud
Frank, Anne Frank, The Diary of a Young Girl

View Film:

"An Occurrence at Owl Creek Bridge" FPL

Read and discuss the play "The Lottery" as compared to short story -- "The Lottery"

Suggested Supplementary Readings:

Hemingway, The Snows of Kiliminjaro
Evans, Dale, Angel Unaware

Death Be Not Proud Discussion Guide

(Page numbers refer to the Pyramid paperback edition)

1. The Forward to the book tells of the happy early years Johnny spent. What about Johnny or his life most impressed you in this section? Why?

2. How did Johnny react to knowledge of his illness? What were his main concerns? What does this tell the reader about him?

3. Study Johnny's "Unbeliever's Prayer" on page 46. What does "agnosticism" mean? How is it different from "atheism"? Can you state, briefly, in your own words, what the prayer says?

4. What is the purpose of chapter 2? Do you feel Dr. Penfield's direct diagnosis and prognosis (p. 58) were the best way to break the news or not? Explain. What do the final two pages of this chapter show the reader?

5. Johnny's father, on page 75, comments, "Once the reason for a thing was explained to him, he faithfully accepted it." What prompted this remark? Can you find other examples of this acceptance? What does such behavior tell you about human nature?

6. On page 80, Mr. Gunther states that Johnny "erected a protective rationale." What does he mean? Can you cite other situations in which a person might erect a protective rationale?

7. Did Johnny know he was going to die? The question cannot be answered easily either way. Give evidence from the book to support your opinion.

8. Describe the way Johnny died. Johnny's mother had been reading Arrowsmith to him just before he died. Why this book? On page 140, Mr. Gunther writes: "All the doctors!--helpless flies now, climbing across the granite face of Death." How does the tone of this passage differ from that of the rest of the book?

9. On page 144, the reader finds: "There are other criteria for measuring a life as well as its duration." What are these criteria? Can you think of any other person in history to whom this might especially apply? In what way?

10. In the section entitled "A Few More of His Letters," the reader can trace Johnny's growth and development as a human being. Compare the letters on pages 149 and 150 with those on pages 155 and 156. In what way are they similar? How do they differ in style and content? Now compare the letter to his Papa beginning on page 164 with the one to Steve (a schoolmate) on page 165 and to Mr. Weaver on page 167. How do you account for the astonishing differences in style and content between these letters?

Unit III Theme: "Man's Involvement with War"

Introduce the topic, "Man's involvement with war by reading and discussing the following short stories and poems:

"By the Waters of Babylon"
"The Sniper" - Short Stories II
"Chickamauga" - A Study of the Short Story
"And There Will Come Soft Rains"
"An Episode of War" - Stephen Crane

"Epitaphs on the Race of Man" (Sonnets 9-11 by Edna St. Vincent Millay)

"The Leg" - Shapiro
"Four Preludes on Playthings of the Wind" - Sandburg
"Ozymandias" - Skelly
"The Man He Killed" - Hardy
"Dover Beach" - Arnold

Read and discuss one or more of the following books:

Hersey, Hiroshima
Lewis, To Beat A Tiger
Burdick, Fail-Safe
Frank, Alas, Babylon
Stewart, Earth Abides
Remarque, All's Quiet on the Western Front
MacLean, Ice Station Zebra

Listen to recording: "Born to Live"

View films:

"D-Day You Are There"	FPL
"Black Soldier"	IMC
"True Story of the Civil War"	IMC
"Caine Mutiny"	

Suggested titles for Supplementary Reading:

Pyle, Here's Your War
Mauldin, G I Joe
Wouk, Caine Mutiny
Jones, From Here to Eternity
Rickenbacker, Seven Came Through
Kennedy, PT - 109
Davis, Billy Mitchell Affair
Shute, On the Beach
Scott, God is My Co-Pilot
Mailer, The Naked and the Dead
Uris, Exodus
Hondo, Hey, Pineapple
Lord, Day of Infamy
Harrison, Behind the Lines in Hanoi
Golding, Lord of the Flies

MODERN LITERATURE - 9

Students choose to read one or more of the following books:

Dooley, Promises to Keep
Kennedy, Profiles in Courage
Dooley, Before I Sleep
King, Why We Can't Wait
Lewis, Cassius Clay
Wright, Black Boy
Adamson, Born Free

Gilbreth, Cheaper by the Dozen
Lambert, Duke Ellington
Levenson, Everything But Money
Kaufman, Up the Down Staircase
Trapp, Trapp Family Singers
Edited, I Have a Dream: The Story of Martin Luther King
Ewers, Long Journey: A Biography of Sidney Poitier

Davis, Yes, I Can
Breitman (Ed.), Malcolm X Speaks
Marshall, A Man Called Peter
Brown, Manchild in the Promised Land
Anderson, My Lord, What A Morning
Gregory, Nigger
Murphy, To Hell and Back
Angell, To the Top of the World

Alas, Babylon Discussion Guide

Chapters 1 - 4

1. What purpose do the opening pages of the novel serve? Why does the author include so many details of seemingly trivial scenes and actions?

2. How was the impending tragedy "foreshadowed"?

3. What picture of Randy Bragg do you get from these opening chapters?

Chapters 5 - 6

4. What change took place in the economic structure of the town after "The Day"? How did the banker react to this change? the depositors? the consumers? How do you account for these reactions?

5. What happened to "money"? Why? What effect did this have upon the social structure and social statuses of the townspeople?

Chapters 7 - 8

6. In what other ways is life changed after "The Day"? What people died? Which ones survived? What traits or qualities made for survival? What changes took place in Randy Bragg? How do you account for these changes? Are they really changes? Explain.

7. What changes occurred in the value system as a result of the disaster? How did Levinia's death present a problem in making decisions (p. 154)? Explain the comment on page 169: "The economics of the disaster placed a penalty upon prejudice."

8. Why does the author describe the watchbands as "twisting and curling like golden snakes" (p. 183)? Why does he include this incident?

Chapters 9 - 13

9. What has become "law" after "The Day"? What concept of "justice" now exists? How does one particular incident illustrate this? When is such "justice" justified?

10. What is the purpose of the final two chapters of the novel? Do they effectively resolve the situation the author has attempted to deal with in the book? Explain. Would you have preferred a different ending? What?

Earth Abides Discussion Guide

1. How did various people react at first to the knowledge that man was doomed? In general, how did mankind "go down"?

2. What does the neon sign of "a little horse galloping hard" seem to represent or symbolize to Ish?

3. "Now Champion Golden Lad of Piedmont IV no longer outranked the worst mongrel of the alley. The prize, which was life itself, would go to the one of the keenest brain, staunchest limb, and strongest jaw, who could best shape himself to meet new ways and who in the old competition of the wilderness could win the means of life" (pp. 31-2). Is this passage merely a comment on dogs? Explain.

4. Describe Ish. In what ways is he suited for survival? Why didn't he immediately break down the door of the deserted store to get a newspaper? Can you cite other instances in which Ish faces a similar problem? How does he react to each of these?

5. In chapters 2-4, Ish meets several people who react in various ways to the great disaster they have witnessed and to the problems of survival (see especially pages 33-8, 61-2, and 74-7). There are at least five kinds of reactions and methods of adjustment. What are they?

6. What remnants of civilization does Ish hold on to? What ones begin to go? Why?

7. In what way were the advertisements (top of p. 66) and the Gospels (p. 95) similar?

8. Why does Ish decide to read *Robinson Crusoe* and *Swiss Family Robinson*? Why did they, afterwards, "not interest him greatly" (p. 84)?

9. Why does the author include the incident concerning the greatly multiplying ants?

10. What things do you learn about Em in the sixth chapter?

11. Can you identify the source of the italicized passages on pages 103-4? What purpose do they serve?

12. What kinds of material have been included in the italicized passages up to this point? What purpose do they seem to serve? Explain whether this device is successful.

13. Explain the comment on page 105: "But there was nothing more ridiculous to comtemplate, now, than all that business of social classes." To what statement in *Alas, Babylon* is it similar? What is Em's great "fear" (p. 117)? What is Ish's reaction?

14. Explain: "...she reacted at deeper levels than those of mere thought" (p. 109). What prompts this observation? Why does Em strike a match?

15. How does Ish first react to Em's suggestion that they start a family? Why does he change his mind? How does he react to starting the New Year at the solstice? Why? What effect does taking such action have on him? Explain.

16. Why do you think "the school teaching had never accomplished very much" (p. 139)?

17. What special significance does Joey come to have for Ish? What actions on the part of Joey confirm Ish's feelings?

18. What dream often brought Ish "intense happiness" (p. 172)? What effect would the fulfillment of that dream have on the novel? Since this dream, in a sense, comes true in *Alas, Babylon*, you might consider how it affects the relative worth of the two books.

19. What effect does civilization have on work and play, according to the author (pp. 182-3)? Do you agree or disagree? Support your answer with examples you are familiar with.

20. How did taboos come about in the tribe? How do you think taboos in the past have come about?

21. On page 212, Stewart writes: "Only by the power of intelligence, Ish believed firmly, had mankind ever risen to civilization, and only by further exercise of that same power would mankind ever rise again. And Joey possessed intelligence." Why does the author, then, allow Joey to die? Does this mean he disagrees with Ish's reasoning? Explain.

22. Why didn't the tribe "merely put a can of sweet ant-poison" within Evie's reach (p. 236)? How, then, do they justify the execution of Charlie? Had he committed a crime? Why does the author make Charlie seem so despicable? How does Ish react to the form of justice he and the others are forced to contemplate? How do you account for Em's seeming callousness in suggesting the solution? Explain: "This was an end; yet, it was also a beginning, and a long road lay ahead" (p. 247).

23. After the execution of Charlie and the subsequent typhoid epidemic, what religious questions plague Ish (p. 261)? How does Ish's thought on page 209 relate to the issue at hand? What is ironic about Ish's comment, on page 43: "No, I shall never be a god!"

24. What realization helps Ish to relax (pp. 274-6)? Why does he dismiss school? Why is Ish at first opposed to the union of the two tribes? Why does he give in?

25. Can you explain Jack's answer to Ish's question whether he was happy (p. 298)? What is the significance of Ish's dying thought (p. 318)?

Fail - Safe Discussion Guide

1. Identify the president in real life.

2. Discuss the recurring theme of the flayed bull and its significance.

3. If the president hadn't used the "hot line", what would have happened?

4. What element did human error play in the chain of events and outcome?

5. Discuss the advantages and disadvantages of man not thinking for himself in relation to the story.

MODERN LITERATURE PRE-TEST

1. List three views on war commonly found in modern literature.

2. State five ways in which a person may attain greatness within his society.

3. Does a person necessarily have to give up hope when faced with death? (yes/no -- one example)

4. List three ways in which a person might react when faced with his/her own death.

5. Can common people truly identify with a great person? (yes/no -- one example)

6. Give two reasons for war being such a prevailing topic for writers.

7. Give a reason for "social issues" being the main theme of "modern literature".

8. How has warfare changed that has influenced modern literature on war.

9. Name five people you consider to have attained greatness within society.

10. Name a writer who concerns him/herself with social issues.

MODERN LITERATURE POST-TEST

1. One topic modern authors write about is "Man's involvement in social issues."
   A. Name one novel, read this semester, that deals with this topic and tell specifically the author's treatment of it.
   B. Name one short story or poem, read this semester, and discuss the author's theme and how he portrayed it.

2. List 3 ideas concerning war that were encountered in the readings this semester and identify the work in which each idea was portrayed.

3. Discuss three varying reactions to death offered in the selections read. Identify the source of each reaction.

4. Name a person, whose life you read about, that you consider to have attained greatness because of involvement in modern problems. Discuss what made him great (personal characteristics and accomplishments).

5. Identify the author of:

   Death, Be Not Proud
   To Kill A Mockingbird
   The Pearl
   Why We Can't Wait
   Black Boy
   Hiroshima

MASS MEDIA

Course Description

Mass Media will consider the various types of public communication. Opportunity will be provided in class to examine newspapers, magazines, books, movies, television and radio for the purpose of learning how these forms of communication influence our daily decisions.

Behavioral Objectives

Reading

The student will be able to better understand and evaluate material received via the mass media by comparing various magazine and newspaper articles and policies, news broadcasts on radio and TV, and advertisements as to their presentation, comprehensiveness, and accuracy. This will be measured by carefully constructed teacher tests, discussion, and analysis written by the students.

The student will be able to demonstrate increased awareness of the difference between fact and opinion and display the ability to judge propaganda critically as measured by carefully analyzing the same story as it appears in the various media, especially media with opposing editorial policies. By comparing the various presentations of the same item, the student will be able to better understand and evaluate what he reads and sees.

The student will develop a sensitivity of the choice of mass media for personal growth and pleasure by extensively comparing the various media and deciding by discussion and written opinion based on facts which one best suits his needs.

The student will be able to discern the positive and negative aspects of censorship by comparing various rating systems and discussing and writing opinions on their effectiveness.

Writing

The student will learn how to organize his writing, discover and use main points effectively and use short, meaningful sentences and expressive action words by practicing the basic elements involved in writing a good news story.

The student will be able to adequately express his own opinions by using specific examples on why he prefers a certain medium or why he feels one medium is superior to another.

Behavioral Objectives (Con't.)

Speaking

The student will be able to improve and evaluate his oral English by listening to himself on the tape recorder or observing himself on the video tape. This will be especially useful in the radio, television, and advertising units.

Listening

The student will be able to display his listening skills by written opinion and discussion of the radio and television unit.

Achievement Level

Ability to read newspapers and popular magazines with some understanding.

Semester Outline

First Week   Introduction to Mass Media

Suggested approaches:

- What do you understand by the term, mass media?
- What are some ways of communication: Teacher guided class discussion that leads to a list of "ways" of communication in these areas:
  non-verbal
  senses
  verbal
  written
- Survey of reading and viewing habits of the students (may be done through students interviewing one another and reporting on their findings)

MAGAZINES

Introduce to the student his objectives

- To point up the amount of magazine reading I do
- To read more magazines
- To improve the quality and scope of my reading by widening the field from which to choose my favorite magazines
- To think critically in evaluating magazines
- To make studied recommendations for subscriptions of magazines for a school library
- To become more skilled in using library tools
- To improve in all language arts skills: reading, writing, spelling, vocabulary, speaking, listening
- To learn to work independently
- To plan my work that I may accomplish as much as I am capable of doing
- To evaluate my work and the unit

Suggested activities to accomplish these objectives

- To point up the amount of magazine reading I do

  Have the class participate in a class survey of magazine reading by answering these questions:

  - What magazines do you read regularly?
  - What magazines do you read occasionally?
  - What magazines are subscribed to in your home?
  - What magazines would you like to receive regularly?
  - Estimate the amount of time spent each week reading magazines.
  - List the titles of as many magazines as you can think of.

  Chart the findings from the questions above.

  From the results of the survey, have the student appraise his own reading and knowledge of magazines in terms of that class.

Magazines (Con't.)

- To read more magazines

  Have the student read three editorials, each from a different magazine. Make a proper entry for the editorial. Write a one-sentence summary giving the purpose or point of the editorial.

  Have the student write a short report on a topic of his choice.

  - Instruct student in use of Reader's Guide to Periodical Literature
  - Using Reader's Guide, find at least three different magazine sources on the topic
  - Make proper entry (for bibliography)
  - Make notes on all articles
  - Organize notes into an outline
  - Using the outline as a guide, write the report in ink
  - Include a bibliography, written in correct form at the end of the paper

  Have the student keep a reading record of the magazine stories and/or articles read from magazines that he doesn't usually read. Make a proper entry for the magazine and a one-sentence summary of the story.

- To improve the quality and scope of my reading by widening the field from which to choose my favorite magazine

  Have the student list the magazines of his school library according to type

  Take the students on a field trip to Flint Public Library

  Ask the student to find in the World Almanac the ten magazines having the largest circulation in the United States

  Have the students find the number of different magazines in circulation in the United States

  For a class project, have the students make as large a collection as possible of different magazines for display in the classroom

  For a committee project with class cooperation, have the students collect and evaluate magazines published especially for teenagers

  For a committee project, help the committee arrange for an outside speaker (e.g. librarian) to discuss magazines with the class

Magazines (Con't.)

- To think critically in evaluating a magazine

  Help the students learn where to find essential information about a magazine by completing a "Magazine Lesson."

  Have each student choose one magazine recommended as "good" and one of the "pulp" magazines, and make a critical evaluation of each using "A Guide for the Evaluation of a Magazine."

  Have the students compare the content and physical aspects of two magazines of the same type

  - Divide a sheet of paper in half lengthwise; write the name of the magazine and date of issue at the top of each half
  - Comment on each magazine about: Purpose; number of stories; subject of each story; author given; number of articles; editorial page; contributions from readers (letters, jokes, puzzles, incidents, stories, poems); price per copy; price per year; editor's name and address; advertising, factual or exaggerated; amount of space in advertising; advertising typical of or unusual to this magazine
  - Decide if one magazine fulfills its purpose better than the other

- To make studied recommendations for subscriptions of magazines for the school library

  Select a panel to evaluate teenage magazines

  Name a committee to react to the panel

  Have a class discussion on the ideas presented

- To improve language arts skills

  Vocabulary

  - Assist students in compiling a vocabulary list of magazine terms
  - Require students to be able to spell and know the meanings of these words

  Speaking

  - Have students report orally to the class on the research topic, using note cards only

107

Magazines (Con't.)

Additional optional activities (extra credit)

- Collect clippings: any articles or illustrations related to the research report; editorials on the same subject but with differing viewpoints; any clever expressions, statements, or quotations worth remembering; a collection of clever jokes, puns, caricatures, cartoons, book reviews, letters to the editor; samples of factual and exaggerated advertising; samples of advertising asking readers to send money

- Survey the number of magazines in print in any one field, giving the correct titles, as sports, home, movie, romance, etc.

A GUIDE FOR THE EVALUATION OF A MAGAZINE

- Physical aspects
  - Cover design
  - Quality of paper
  - Readability of print
  - Price
  - Color reproduction

- Content
  - Number and length of articles
  - Difficulty of articles and stories
    - Average number of words per sentence
    - Difficulty and type of vocabulary
  - Intended audience
    - Articles
    - Stories
    - Advertising

MASS MEDIA - 7

MAGAZINE LESSON

- Study one magazine in the library and find the following information about it.

  Places to look for the information:

  - the cover of the magazine
  - the table of contents page
  - the articles of the magazine
  - in the front of the Abridged Reader's Guide

- Write the information in the blank provided for it.

Name of the magazine ______________________________

Date of the magazine ______________________________

Volume ______________ and number ________ of the magazine

Cost of the magazine -- per year ____________, per copy ________

Editor of the magazine ______________________________

Publisher of the magazine ______________________________

Give the paging of the magazine, from page ________ to page ______

Types or kinds of information found in the magazine:

(Place an X after each of the following which is found.)

Aviation ____________ Stories ____________

Current events ____________ Crafts or hobbies ____________

Science ____________ Poems ____________

Sports ____________

Travel (description of places) ____________

Is an author given for the aritcles? Yes ____ No ____ Some ____

Is the magazine indexed in the Abridged Reader's Guide? Yes ___ No ___

For what would this magazine be used?

General leisure reading ________ School or reference work ____

What magazines do you read? ______________________________

____

____

MOVIES

To lead the student to upgrade his standards of evaluation and discrimination.

- Introduce Study Sheet One
  - Show a movie such as "Great Adventure" (Flint Public Library, 75 min., two reels) or "Have I Told You Lately That I Love You?" (Flint Public Library, 16 min.)
  - Lead the class to evaluate the movie using Study Sheet One. (Make individual copies for each student.)
  - Assign the viewing of a movie outside of class and have them evaluate it using Study Sheet One.
- Introduce Study Sheet Two
  - Discuss how the student now decides what movie he would attend
  - Moving from student standards, introduce criteria for ways to select movies wisely. (Refer to Study Sheet #2A)
  - View a movie using evaluative criteria on Study Sheet Two
- To show the various functions of movies, introduce films that inform, instruct, promote attitudes, etc.
  - "The Dream of the Wild Horses," (FPL, 16 min.)
  - "New York, New York," (FPL, 10 min.)
  - "Lady or the Tiger," (IMC, 12 min.)
  - "Tell Tale Heart," (IMC, 10 min.) and "Tell Tale Heart," (FPL, 7 min., cartoon) (compare these two)
  - "A Time for Burning," (Mott Foundation, 56 min., 2 reels, includes tchr. guide)
  - "Appalachia,"
  - "Chairy Tale," (FPL, 15 min.)
  - "Occurrence at Owl Creek Bridge," (FPL,)
  - "Hangman," (FPL,)
  - "Parable," (FPL,)
  - "It's About This Carpenter," (FPL,)
  - "Boundary Lines," (FPL, 10 min.)
  - "Toymaker," (FPL, 15 min.)
  - "Orange & Blue" (FPL, 15 min.)

Movies (Con't.)

STUDY SHEET ONE

- Title and Type of Picture
  - Is the name well chosen?
  - Does it fit in with the theme of the movie?
  - What type of movie is it? (comedy, etc.)
- Credits
  - Studio
  - Director
  - Producer
  - Source -- book, stage play, original screen play, etc.
- Cast - main characters and any unusually good minor ones
  - Is the cast well chosen? Suggest any substitutes if the cast is unsatisfactory.
  - Is there a true-to-life quality about the acting?
- Plot
  - Summarize the plot in four or five good sentences only.
- Solution
  - Is the way the story "comes out" sensible?
  - Did the ending fit in with your own ideas?
- Purpose
  - What is the director trying to show?
  - Is he successful?
- Evaluation
  - What is the most dramatic scene?
  - Do you feel that you are having a great adventure as you see this picture?
  - Do you learn anything new about people and places?
  - Is the opening shot suitable for the picture?
  - Do you notice anything objectionable about the picture?
  - Just what interesting or humorous details do you notice?
  - Would you rate the picture Excellent, Fair, Poor?

Movies (Con't.)

STUDY SHEET TWO

Like all communication media, films have different functions: to entertain, to inform, to instruct, to promote constructive attitudes and actions, and to promote sales. You are probably familiar with entertainment films if you go to the movies, but you are probably not so familiar with the increasing use of films (sometimes called audio-visual aids) in business, industry, and education in all its phases. Business and industry use films to introduce new products to their employees and possible customers, to teach their selling staffs the best salesmanship techniques, to train their employees to use equipment and develop attitudes and habits of safety, health, and pride in workmanship. Armed services use films to instruct in medical, scientific, industrial, technical, and public relations. The theatres, too, include in their programs documentary films designed to keep the public well informed about what is happening in the world.

It is, however, in the entertainment field that you as movie-goers can deepen your appreciation and enjoyment. You can do it by wise selection of the movies you see.

Ways to select movies wisely:

- Read reviews and ratings of movies
    - Newspaper and magazine reviews and ratings
    - Ratings by professional, religious, and civic organizations
    - Nominations for awards in acting, directing, photography, etc.
- Notice promotional devices used
    - Ads in newspapers and magazines
    - Articles and pictures in magazines
    - Trailers or previews shown in theaters
- Listen to the recommendations of parents, teachers, and friends

Evaluating motion pictures

- Type of movie and purpose
    - What type of movie is it?
    - In attempting to fulfill its purpose, how successful was it in holding your attention, in creating a feeling of oneness with its characters, in producing the effect of reality?

Movies (Con't.) STUDY SHEET TWO (Con't.)

- Story or plot
  - Does the story show a sincere, honest, realistic presentation of life or only one exaggerated, unreal aspect?
  - If the story is adapted from a book, how well does it follow the original?
  - Does the story lead the movie-goer to expect too much glamour, romance, adventure in his own life so that he becomes addicted to day-dreaming or unrealizable goals?
  - Is the story psychologically accurate in the patterns of human action and reaction?
  - Are the characters original or stereotyped?
  - Does the story keep you interested and absorbed all the way through?

TELEVISION

Objectives:

To encourage the student to be more selective in his viewing by introducing standards for judgment.

To help the student evaluate the information he receives through TV viewing

- Distribute Study Sheet Three. Assign student viewing of 1-3 documentaries within the unit study. Evaluation of the significance is to be shared at the end of the unit.

- Using the TV Guide (either book or daily paper), have the students build their week's viewing program. Write a short explanation or reasons behind their selections. Share with total class.

- Suggested activities:
  - Follow at least two news stories as they appear in the various media until completion.
  - Summarize a story covered in a broadcast in a number of given nights.
    - (1) Compare to same story in newspaper for additional information and likeness or difference in treatment.

Television (Con't.)   STUDY SHEET THREE

The television news writer is trying to reach and hold a mass audience. This calls for the use of short sentences since the words he writes are to be heard rather than read. Like the radio news writer, he must remember that the newscaster is carrying on a one-sided conversation; long speeches are out.

Television news is a picture of the news; it is a factual, concise presentation of news which influences the people who turn to the program for a picture of what is happening to their world. The television news show, because of its limited time, does not lose any of the good newsman's habit of reporting all there is to report of the day's news. Limited though it is in time, television news must do an adequate job of reporting the major stories of the day. The television news writer does not have an easy task. Working against time, he has to produce scripts which are exactly clocked. In spite of limited show time, he must somehow manage to cram in all the important facts, often dealing in twenty seconds with events which a newspaper covers in twelve column inches.

When the studio camera is focused on the newscaster, words are of the utmost importance. But, when the program features filmed scenes, the viewer must deal with words and pictures in quite a different manner. The picture draws attention: words must be of less importance. Nothing is more likely to irritate a viewer than to hear detailed descriptions of scenes that he can see clearly for himself. The newscaster should identify people and explain action, allowing both people and action to speak for themselves. Moments of silence are welcome on television; overwriting is the mark of the beginner. The meaning or significance of the story should be in the first sentence. It is important to use as few words as possible since the main description should come from the film itself.

Watch a 6:00 p.m. or 11:00 p.m. news broadcast and look for these points. While you are watching, answer the following questions as accurately as possible.

Channel _____ Time _____ Date _____ Name of Broadcaster ___________

1. What was the newscaster's first sentence in one story? _______
   ____
2. Did this first sentence tell you the meaning and importance of this story? ____________________________
   If not, what should have been added? ____________________
3. Did the newscaster identify all the people and places shown on screen? ____________________________________
   If not, how many did he leave out? ______________________
4. Count the number of words the newscaster uses in three different sentences ___________ ___________ ______________
   Is this too long? _____ Too short? _____ Just right? _______
5. Does the newscaster describe too much? _____ Is so, give an example ____
6. Would you rate this newscaster as Excellent __Good__Fair__Poor__

RADIO AND TELEVISION

The following are various devices for helping students acquire higher standards for their listening and viewing.

1. To discover how large a share of a 168 hour week is devoted to broadcasts, students and teacher may prepare a simple questionnaire on listening and viewing habits.

2. A logical follow-up of the questionnaire is a discussion of how large a role broadcasts should have in one's life. How can we decide whether we're getting our time's worth?

3. Students may be asked to keep up to date a section of the bulletin board called "Worthwhile Programs."

4. Individuals and classes may be encouraged to write thoughtful letters to both sponsors and networks. Perhaps these could be letters of reasoned praise for good programs.

5. Discuss changing tastes. Discussion of programs students have outgrown may lead toward a desire for more mature programs.

6. Reading and writing reviews: Some weekly magazines, especially the Scholastic magazines, and newspapers contain columns of penetrating analysis. Students may enjoy reading someone else's reactions to programs with which they are familiar. A natural sequel to this is the writing of reviews.

7. With the students, estimate the probability and truth to life of various shows they watch or hear.

8. Apply literary criteria to dramatic broadcasts paying attention to particular demands made by limitations of time, space or dramatic conventions, plausibility of acting, excellence of photography, etc.

9. Develop a class list of standards. Create a set of standards from the observations and discussions of the students themselves. Make a list of the major kinds of programs and have the class decide the characteristics of the "good" programs.

ADVERTISING

Objective:

To give the student some understanding of the role of advertising in persuading them to buy.

- Student project: Select a product and find out how many different ways this product is presented through advertising.

- Discuss the role of advertising in influencing the buyer
  - Use of propaganda techniques -- appeal to human wants (both physical and psychological)
  - Study the psychology of color in advertising (Study Sheet #4)
  - Use of repetition in slogans, brand names
  - Use of outdoor media (billboards, etc.)

- Compare the advertisements in different media to determine the audience the advertisement is directed toward. Discuss techniques used.

- Have each student analyze the influence of advertising on his personal habits.

COMICS AND CARTOONS

Objective:

To lead the student to see how the comic (books and strips) and cartoons seek to influence the ideas and attitudes of the viewer.

- Make a class study of two comic strips appearing in The Flint Journal, perhaps answering some of the following questions.
  - What goals in life are approved by the characters?
  - What means or methods of reaching these goals are suggested?
  - Is there a message? Do we accept it more easily because it is a comic strip?

- Distribute rating chart. Have student rate a chosen comic strip.

Comics and Cartoons (Con't.)

- Questions that could be considered for discussion and/or writing in relationship to comic strips in general:
    - Should comic strip creators be allowed to satirize people in public life? Discuss, giving examples to illustrate your point of view.
    - Are comic strips responsible for stereotyping certain people? Discuss, giving examples to illustrate your ideas.
    - Do you think comic strips too often have as their theme, "Might makes right?" Discuss. Is there emphasis upon the easy solution for life's problems? Discuss.
    - Make a comparative study of comic strips and cartoons.

- Analyze a number of cartoons.
    - Are they usually for and against an idea?
    - What is the mood the cartoons try to develop in the reader?
    - How many big ideas are there in the cartoons? List them.
    - Is the problem oversimplified in order to put across a point?

- Other suggested activities
    - Do cartoons in a newspaper usually reflect a settled editorial policy?
      Make a collection of cartoons to document your answer.
    - Make a list of comic strips that reflect today's social customs and social attitudes.
    - Mad magazine is popular for satirical cartoons based upon popular books. Does the cartoon inspire you to read the book? Why or why not?
    - Find different types of comics and tell why they should be in a specified group. Cut them out and paste them on pieces of cardboard. On the back tell something about the group they are in and why. After having done this you might project them on a screen and explain them to the class.

      Types of comics:

      Mystery
      Adventure
      Crime stories
      Home philosophers
      How-to-do-comics
      Comic hero types
      Stereotype
      Comic strips about boys and girls
      Comic strips about people like ourselves or people we know
      Classical
      Religious
      Intellectual

      Locate corresponding types in other media

Comics and Cartoons (Con't.)

- Make a survey to determine whether a person who has read a classic comic would want to read the classic itself.

- Clip a full week's installments of a continuous type of comic strip. Choose some of your classmates, casting them as different characters in the comic strip. Dramatize the story for the class; then ask the class to evaluate on the basis of these questions:

  (1) Which was stronger in effect, the dramatic production or the comic strip?
  (2) How sensible did the plot and dialogue appear when expressed by real people?
  (3) Was the artist's background missed by the audience?
  (4) How many incidents actually happened during the week?
  (5) Were the characters full-dimensional, or unidimensional?
  (6) To what conclusions do you come after performing the experiment?

Comics and Cartoons (Con't.)

RATING CHART

- This is a method of rating comics by using points.

Is the drawing good?	(one point)
Does the comic have complex meaning, necessitating a knowledge of what is going on in the world on the part of the reader?	(two points)
If the cartoon is meant to be funny, do you laugh when you read it?	(two points)
If it is a serial suspense type of cartoon or comic, do you read it every day and follow the story with interest?	(two points)
Do you really enjoy the comic, or do you read it just for the sake of finding something to do? Are you able to analyze the complexity of the meaning? What connotations are there in the drawings and in the dialogue?	(three points)

- Rating System:

0-3 points - poor

4-5 points - fair

6-8 points - good

9-10 points - excellent

STUDY SHEET FOUR

Color as a means of communication may easily be overlooked because the meanings and feelings that it gives are usually unconscious. The use of color in advertising is very important because of the things it suggests to the customer.

There is a great difference in the distance at which words in different color combinations can be read. The following list goes from the easiest to the most difficult. This is very important in outdoor advertising.

black on yellow paper
green on white paper
blue on white paper
white on blue paper
black on white paper
yellow on black paper
white on red paper
white on orange paper
white on black paper
red on yellow paper
green on red paper
red on green paper

Colors also can cause us to think we see something that is not really true. For instance, red gives the impression of nearness, while blue and green give the opposite impression of distance. Light-colored objects, in general, appear larger than dark-colored ones. Poster panels and painted bulletins in light colors appear larger than those in dark colors. It is possible to create other illusions by means of bands or stripes. Up and down gives the illusion of height and horizontal the opposite. The colors that give the feeling of space and coolness are blue, green blue-green, blue-violet, and violet. The colors that give the feeling of warmth are yellow, yellow-orange, orange, orange-red, and red.

Colors also suggest things to people which must be considered by the advertiser.

Black: evil, old age, silence, death. It is also strong and sophisticated.
Red: blood and life, fire and danger. It is the symbol of love, vigor, action and danger.
Yellow: symbol of power, deceit, cowardice, and jealousy. It also shows gaiety and warmth.
White: symbol of purity, innocence, faith, and peace.
Blue: symbol of happiness, hope, truth, honor, and repose.
Green: symbol of life and vigor. It is associated with luck (Irish). It shows life, spring, hope and also envy.

NEWSPAPERS

Objective:

To make the student aware of the part the newspaper plays in his everyday life.

- Teacher involves the class in a discussion of some topic that is vital to them and about which they would have an opinion. Teacher leads them in exploring where they got these ideas.

- Outcome of discussion should lead to functions of the newspaper and how they meet these functions. Elicit from the students those ideas which they are able to provide and add any of the following that might be meaningful:

  Functions

  - To report news accurately and as quickly and completely as possible
  - To offer interpretive treatment of news by reliable columnists
  - To reveal policy and point of view honestly on the editorial page
  - To include articles on the many interests of the readers
  - To sell space to reputable advertisers in business, entertainment, and worthy causes

  How newspapers meet these functions

  - Interpreting the news: columnists, personal commentaries on politics, business, economics, national and international affairs, theater, music, radio, T.V., books, etc.
  - Revealing the newspaper's point of view: editorial page and column

  Meeting the reader's interest:

  - Articles and information on a variety of subjects

  Meeting buyer's and seller's needs:

  - Classified ads, display advertising

121

Newspapers (Con't.)

- Secure from The Flint Journal a class set of newspapers. Study:

  The format

  - Size of headlines is an indication of importance or calculated appeal of news
  - Right-hand position on front page usually given to most important article

  The organization of a newspaper article

  - Headline and sub-head contain gist of article
  - First sentence tells who, what, when, where, and how
  - Rest of article tells details of news story

  Location of different kinds of news

  - Front page: news of greatest importance; sometimes, stories that particularly appeal to human interest
  - Front page of second section: articles and pictures of local interest; news summary often located here
  - Features
  - Special sections set aside for certain types of news: editorial page, financial, society news, etc.

SEARCH FOR MEANING

Course Description

This course will explore some of the answers that others have found concerning the meaning of life. These answers are expressed through a variety of art forms. Studies will be directed toward making the student aware of aesthetic and ethical standards in various cultures.

Behavioral Objectives

The student will become aware that there are ways other than his own to view life, morality, religion, and beauty by reading selected novels, short stories, and poems, viewing appropriate paintings and art work, and listening to a wide assortment of representative music as measured by discussion, writing analyses, and teacher-constructed tests.

The student will expand his knowledge of the possibilities for enjoyment of the world around him by research into various aesthetic and ethical standards in various cultures as measured by class discussion, small group discussion, oral reports, compositions, and teacher-constructed tests.

Achievement Level

Reading and comprehension on the 7th-9th grade level. The student should exhibit an interest in becoming involved in new experiences through listening, viewing, reading, and discussing.

PLAN OF STUDY

Weeks One to Three: Music

Introduce the concept that music is a form of expression for emotion and thought.

Possible approaches:

1. Have students bring in records that they particularly enjoy.
2. If any student has a musical instrument that he wishes to bring to class, have him bring it and play music that he enjoys.*

---

* Note: Class hootnanny can be fun.

SEARCH FOR MEANING - 2

Weeks One to Three: Music (Con't.)

3. Class discussion: Why do the students find the music appealing? Note to teacher: Try to elicit the information that the music expresses feelings, tells stories and espouses causes to which the student relates in a positive sense. It is also a reflection of the time in which it was written.

4. Folk music (These records are just suggestions.)
   Play such records as:
   "Greensleeves" and "Mary Ann"
   "Men of Harlech" and"Tale of the Green Beret"
   "Barbara Allen" and "Yesterdays"
   "Wee Cooper of Fife" and "Where Is the Life That Late I Led"

   Note: These are pairs of old and new songs that contain the same message. Ask students for the story that they get from each pair.

5. Classical music and musical comedy

   Play:
   Carmen Jones and Carmen
   Kismet and Prince Igor
   Song of Norway and any music by Grieg

   Compare these pairs.
   Follow these records with any music by Chopin or Tschaikowsky that has been made into a popular song.

   Have the students write a descriptive paragraph about a record that is played in class such as:

   "The Sorcerer's Apprentice"
   "Ritual Fire Dance"
   "Bolero" by Ravel
   "Clair de Lune"
   "Polonaise Militaire"

Note: This should be a subjective paper on what the music "says" to the student. There should be no value judgement by the instructor.

Weeks Four to Six: Art

Suggested procedure

Tape a large piece of white paper to the blackboard and have many felt pens of different colors available. Have each student take a turn at putting one line on the paper. The lines may cross or blend with each other. Ask the class what the finished picture says. Have them discuss the types of lines and colors used. Have them write an unstructured paper on their reactions.

- Show filmstrip "What is a Painting?"
- Art types - Historically oriented
    - Show filmstrips - any or all
    - "Greek Art and Artists" (26 frames)
    - "Leonardo da Vinci" (24 frames)
    - "Michaelangelo" (24 frames)
    - "Raphael" (23 frames)

Discussion

What does the art reveal about the people who created it, and the people for whom it was created?

- Explain to the class the time lapse between the Greek and Renaissance artists and ask what differences are apparent. Are there similarities?
- What do you like about the art forms you have seen? Is there anything you dislike?

- Filmstrips
    - "Beauty Around the World" (54 frames)
    - "Japanese and Chinese Art" (23 frames)
- Film
    - "Arts and Crafts of Mexico" (20 minutes) S-6061

Discussion

What does the art reveal about the people who created it and the people for whom it was created?

- Compare the standard of beauty in Eastern and in Western art. Note to teacher: Don't expect the same answers you would get from an art expert.

125

SEARCH FOR MEANING - 4

Weeks Four to Six: Art (Con't.)

- Visit the Flint Institute of Arts. (Modern art primarily) Precede visit with discussion of subjective art and how to view it. Stress non-representational.

  Discuss:

  . What did you see?
  . What did you like?
  . What changes from traditional art did you notice?
  . How do you account for these changes?

- Student drawing - Have each student do a painting. (Provide paper and a variety of media - chalk, charcoal, felt pens, pencils, pen and ink). Follow this with a written paper explaining what the student was trying to say. (Give the paintings and explanations publication by displaying them.)

Weeks Seven to Nine: Literature

Introduction

Develop the idea that there are different forms of literature and that each has a different purpose.

- The Short Story - Suggest reading one of the following to the class:

  . "The Third Ingredient" O'Henry
  . "Mammon and The Archer" O'Henry
  . "Princess O'Hara" Damon Runyon
  . "The Luck of Roaring Camp" Bret Harte
  . "The Outcasts of Poker Flat" Bret Harte
  . "The Necklace" De Maupassant
  . "The Piece of String" De Maupassant
  . "The Heartache" A. Chekhov

  Suggested class discussion questions:

  . What does the story say?
  . Who tells the story?
  . What kind of people are in the story?
  . Does the title mean anything?
  . Was the story easy to understand? Why or why not?
  . How does the short story differ from novels you have read?

SEARCH FOR MEANING - 5

Weeks Seven to Nine: Literature (Con't.)

- Have students read and discuss a short story in class. Choose any title you consider suitable.

- Read a newspaper account of an accident and the poem "The Auto Wreck" by K. Shapiro.

  Questions:

  - What does the newspaper article do that the poem doesn't?
  - What does the poem do that the newspaper article doesn't do?

  NOTE: Bring out that the poet is a see-er and a say-er. He uses a different kind of language and expects his audience to read between the lines.

- Read additional short poems and discuss:

  - Any of the selections from the Cavalier Poets
  - "To a Mouse" R. Burns
  - "Fifteen" R. Kipling
  - "Mending Wall" R. Frost
  - "Two Paths" R. Frost
  - "Passionate Shepherd to his Love" C. Marlowe
  - "The Nymph's Reply" W. Raleigh

  Discuss:

  - To whom is the poet speaking?
  - What does the poet say?
  - What did the poet see?
  - What does his language suggest?

- Read light verse to class. Have students compare it to serious poetry.
  Suggested authors of light verse:

  - Dorothy Parker
  - Arthur Guiterman
  - Ogden Nash
  - Hillaire Belloc
  - F.P. Adams
  - Richard Armour

- Read a narrative poem such as "The Highwayman" by Noyes and compare it to the short poems. Read "My Last Duchess" by R. Browning. Analyze.

Week Ten: Review and evaluation

Weeks Eleven to Thirteen: Mythology

Introduce the concept of mythology as a religion.
Teacher's reference: Campbell, Hero of a Thousand Faces

Possible Approaches

Ask the students for the explanation of various natural phenomena such as lightning, thunder, plant growth, etc. Then ask them to explain the same phenomenon as they would have without any scientific background. This should lead to the idea of gods.

- Draw a chart on the board showing the gods of the Greek, Roman, and Norse cultures and their domains. Do this on the basis of the gods' field of specialization.
- Assign each student a different god or domain and have the student read a myth concerning the assigned god. Have the student report the myth he or she has read to the class.

Discussion questions:

- Were the ancient gods all powerful?
- Were they all-knowing?
- What was man supposed to do to please them?

- Show filmstrips:

"Golden Apples of the Hesperides"	(28 frames)
"Jason and the Golden Fleece"	(28 frames)
"Pegasus and Belleraphon".	(28 frames)

Teacher can suggest the parallels between:

- Eve and Pandora
- Odysseus and Job
- Sinai and Olympus
- Jason and the Golden Fleece with Moses and the Promised Land
- Medea and Jezebel

SEARCH FOR MEANING - 7

Weeks Fourteen to Nineteen: Religion

Possible Approaches

- Ask how the concept of one Supreme Being differs from the ancient concept of many gods.
- Have class name all the religions with which they are familiar - and discuss each.
- Show the series of 5 filmstrips: Life Magazines series "Five Great Religions of the World."

  Note to teacher: Suggest that the accompanying pamphlet be read thoroughly in advance.
- Class discussion during and after each filmstrip. Have students take notes. Good opportunity to enhance this skill.
- Possible discussion questions:
  - How do each of these religions differ from your own?
  - How do each of these religions differ from each other?
- Supplementary films:

"The Hindu Family"	387-388	(20 minutes)
"The Moslem World"	949-950	(20 minutes)

- Suggested topics for class discussion:
  - What does religion do for man?
  - Why do we have religions?

  Note: Lead the discussion to the concept that religion provides a code of morality, among other things.
- Play the record "Everyman".
- Ask the class if the morality expressed would apply equally to all the religions studied.
- Play the record "Dr. Faustus". What view of morality is expressed here?
  Would it be the same in all cultures studied?
- Repeat with recording of Chaucer's "Pardoner's Tale".

129

Weeks Fourteen to Nineteen: Religion (Con't.)

Class discussion:

According to the religions studied in class:

- What are man's obligations to the gods?
- What are man's obligations to man?
- What are man's obligations to himself?

Teacher: As students talk, make a five column chart and list the answers for each religion. Have students copy this in their notebooks.

Week Twenty: Review and Evaluation

TECHNIQUES OF WRITING

Course Description

The many types of writing a student will need to master, such as paragraphs, compositions, reports, essays, will be studied.

Models of each will be studied and samples of various writing will be prepared.

Behavioral Objectives

Students will be able to display skill in techniques of writing paragraphs, compositions, reports, and essays as measured by teacher graded samples of each.

Materials

Animal Farm
English Grammar and Composition 11th
First Year College English Workbook
Ways of Thinking and Writing
Narrative Writing Lab.
Description Writing Lab.

Unit I Theme: Paragraph Writing (Weeks 1-4)

Description

- Select samples of good description to study as models to write description of objects, places, people.
- Stress coherence and unity

Persuasive

- Study models of persuasive writing and write paragraphs that:
  - persuade someone to believe a philosophical, religious, political, social principle.
  - persuade someone to buy something
  - persuade a potential employer to hire

Unit I (Con't.)

Expository

- Study models of expository writing and write papagraphs that:
  - explain a term, phrase, saying, quotation, etc.
  - explain a process
  - explain how to get from one place to another (for example, from school to home)
  - an announcement to be posted or read over public address system

Narrative

- Study models of narrative writing. Write paragraphs that:
  - tell a true story
  - tell an imaginary story
  - dialogue between two characters, real or imaginary

Unit II Theme: Five Paragraph Composition (3 weeks)

Give information concerning introduction, points to be included and procedure for writing.

- Using some topic of local concern. Teacher gives the class a thesis statement and the three points to be developed. Aid students in developing the introduction, the three points, and the conclusion.

- Using some topic on which teacher had provided thesis statement and points to be developed, have student develop his own taking opposite view. Write paper after outlining.

- Student choose own topic, develop own thesis statement, three points to develop -- outline. Write paper from outline.

Unit III Theme: Report Writing (3 weeks)

Reserve library for student use for number of days teacher deems necessary---

- Student selects topic about which he would like to read. Submit to teacher for approval a brief on the topic selected.

- Study model reports--

- Read and take necessary notes for preparing report.

- Write reports--

- Provide opportunity for sharing reports through oral presentations or displays.

TECHNIQUES OF WRITING - 3

Unit IV Theme: Writing Based on Literature (5 weeks)

- Assign a novel and give reasonable amount of time for reading it.

  In class instruct in technique of writing critical papers.

  Provide guidelines and samples.

  When reading is completed, discuss book to establish the author's purpose and the way the author used to accomplish his purpose.

  Students write critical analysis of the author's technique in accomplishing his purpose.

- Discuss and study book reviews. Using some novel, students write book reviews.

- Discuss and study character analysis. Student write character analysis. Use same book, if possible.

Unit V Theme: Satirical Writing (3-4 weeks)

- Read -- Animal Farm, A Modest Proposal or any other suitable models of satire.

- Write samples of Horace (light, humorous and witty) satire.

- Write samples of Juvenal (biting, bitter, and sarcastic) satire.

THEMES IN EBONY

Course Description

This course is designed to give students the knowledge of the contributions of black authors to the literary and social heritages of America. It will increase a student's awareness of the structure of society and the pride and prejudices of people in it. To gain these insights students will read stories, poems, plays, and essays by authors such as Langston Hughes, Gwendolyn Brooks, Bill Cosby, Dick Gregory, Malcolm X, and James Baldwin.

Behavioral Objectives

The student will display knowledge of the varieties of literature and authors while learning to read for pleasure as measured by class discussions, teacher-student conferences, written compositions and teacher evaluations.

To afford students insights into the life of the black man--his contributions, struggles, and dreams. This achievement can be measured by student compositions, class-teacher discussion, and teacher evaluation.

The student will be able to relate what he reads to various selected themes such as black pride, the search for identity, genealogy, black power, leadership, brotherhood, and the black man's dreams, as measured by student-teacher discussion, and teacher observation.

Semester Outline

Materials: I Am the Darker Brother
Malcolm X Speaks

I Am the Darker Brother and Malcolm X Speaks have common themes upon which the course can be outlined. Listed under the themes are suggestions of works that the teacher or students may select from to read in that unit. Including the two basics, a total of three to five books should be covered.

Unit I Theme: Like I Am

Week One:

- "Me and the Mule" p. 3 through "Madhouse" p. 17 (speech selected by instructor)

Malcolm X Speaks

- A Raisin in the Sun

Unit I Theme: Like I Am (Con't.)

Week Two:

- Negro Mood
- Many Shades of Black
- Best of Simple

Week Three:

- Negro Cowboy
- Black Like Me
- "Simple" (recording)

Unit II Theme: Genealogy

Week Four:

- "Each Morning" p. 21 --
- "Middle Passage" p. 34

Malcolm X Speaks (quotations)

Week Five:

- Notes of A Native Son
- Nobody Knows My Name
- Black Man in America

Week Six:

- "A Different Drummer" (recording)
- "Simple Speaks His Mind" (recording)

Unit III Theme: Tributes to greatness of some black Americans -- "Shall Be Remembered"

Week Seven:

- Frederick Douglass p. 45 through Yardbird's Skull p. 58

  Malcolm X Speaks
- Yes I Can

Week Eight:

- "Anthology of Negro Poets" (recording)
- Negro Poetry
- Negro Drama

Week Nine:

- The Negro Woman
- Negro Playwriters in American Theatre
- "Negro Poetry" (recording)

Unit IV Theme: Reactions to segregation and violence -- "If We Must Die"

Week Ten:

- "If We Must Die" p. 63 through "Between the World and Me" p. 70

  Malcolm X Speaks

Week Eleven:

- The Fire Next Time
- Uncle Tom's Children

Week Twelve:

- Day of Absence
- From the Back of the Bus
- Jazz Country

THEMES IN EBONY - 4

Unit V Theme: I Am the Darker Brother

Week Thirteen:

- "I, Too, Sing America" p. 75 through "Tired" p. 80

  Malcolm X Speaks

Week Fourteen:

- Hog Butcher
- Black Experience

Week Fifteen:

- Black Boy
- Go Tell It on the Mountain

Unit VI Theme: The Hope of Your Unborn

Week Sixteen:

- "The Still Voice of Harlem" p. 99
- "For My People" p. 107

  Malcolm X Speaks

Week Seventeen:

- Young, Gifted, and Black
- Dream Keeper
- Happy Ending

Week Eighteen:

- Hold Fast to Dreams
- Durango Street

Supplementary Materials

Books

Black Like Me, Griffin
In the Heat of the Night, Ball
Hog Butcher, Fair
From the Back of the Bus, Gregory
Durango Street, Bonham
Simple's Uncle Sam, Hughes
The Best of Simple, Hughes
Uncle Tom's Children, Wright
Uncle Tom's Cabin, Stowe
Nobody Knows My Name, Baldwin
Notes of a Native Son, Baldwin
The Fire Next Time, Baldwin
Go Tell It On the Mountain, Baldwin
Black Boy, Wright
Black Experience, Kearns
Soul On Ice, Cleaver
Dream Keeper, Hughes
A Raisin in the Sun, Hansberry
To Be Young, Gifted and Black, Hansberry
Jazz Country, Hentoff
Negro Playwriters in America
Negro Drama
Day of Absence
The Negro Woman

Filmstrips

The Threshold of Equality	FS-0825
Dr. Martin Luther King	FS-2478
We Are All Brothers	FS-2127

3M Multi-media Kit--Black Cultural Leaders in Literature

Ebony Magazine
Negro Digest

Records

The Hand is on the Gate
Anthology of Negro Poets
Negro Poetry
Simple Speaks His Mind
Best of Simple
Simple
Anthology of Negro Poetry for Young People
Black Man in America

Supplementary Materials (Con't.)

Films

People Are Alike and Different	MP-0323
What Color Are You?	MP-5976
Run From Race	MP-5963
Portrait in Black and White	MP-5989
The Angry Negro	MP-5928
Paul Lawrence Dunbar	MP-5514

Suggested Activities

- Have students view and report on, orally or in writing, specific movies and television programs.
- Make a dictionary of derogatory terms such as "nigger" and "honkey" and discuss how words only hurt if a person allows them to.
- Have students bring in records by popular black recording artists and discuss.
- Allow the option of writing poetry for credit.
- Write opinions of different races, nationalities, and religions and have a group discussion about stereotyping.
- Assign both short and long compositions on reading material.
- Quiz students over reading material frequently.
- Create role-playing situations where one student plays a policeman or the principal and the other a black student in trouble.
- Analyze the image of the Negro presented in T.V. commercials and magazine advertisements.
- Write character descriptions of Black T.V. personalities.

MAN AND SPORTS

Course Description

This course provides the opportunity for the student to progress from reading sports material for entertainment only to understanding the seemingly universal appeal of sports.

Behavioral Objectives

The student will demonstrate a comprehension of oral English from speaking to the class as measured by teacher evaluation from short individual reports.

The student will display listening skills as measured by teacher evaluation of the students notetaking quality.

The student will demonstrate expanded reading abilities as measured by student reading, student-teacher conference, teacher observation.

The student will display an interest in reading, particularly newspapers, as measured by teacher evaluation and student-teacher conference on the completeness of scrapbooks.

The student will be able to find research sources as measured by teacher evaluation, librarian observation as the pupil researches a sport or sports figure.

The student will display an awareness of the effect of sport on his culture as measured by reading around a selected theme, student teacher conferences, teacher observation, and student themes.

The student will demonstrate an awareness of the effect of sports on his personality and self concept as measured by teacher observation of peer acceptance and student-teacher conferences and student themes.

Films

Southwestern Football Films
Flint Public Library

Lecturers

Scotty Bowman - Red Wings
Flint Generals
Paul Krause - Vikings
Gene Desautels - Tigers
Bob Rowe - Football Cards
Merv Rettedmund - Orioles
Roger Van Dyke - Golf - Flint Golf Club
Flint Wildcats

140

MAN AND SPORTS - 2

Lecturers (Con't.)

Mickey Hamilton	Atheletic Director and Head Coach Saginaw Valley College

High School Coaches
Team Members

Poems

To Bill Russell - Tom Meschery
To An Athlete Dying Young - Hausman
The Base Stealer - Francis

Materials

Magazines

	Sport
	Sports Illustrated
CS	Sporting News
	Football Weekly

Newspapers

The Flint Journal
Detroit Free Press
Detroit News

Columnists to note

Joe Falls (Free Press)
Doug Mintline (The Flint Journal)
Watson Spolstra (News)
Pete Waldmeir (Detroit News)
Jim Marray (LA Times -- Detroit Free Press)

HR - Highly Rec.
R - Rec.
CS - Class Set Required

Materials (Con't.)

Books

Fiction

HR Champion - Ring Lardner
HR You Know Me Al " "
R The Professional - Bill Heinz
R The Olympian - Brian Glanville
R The Games - Atkinson

Non-fiction

CS Baseball is a Funny Game - Garagiola
HR Run to Daylight - Lombardi
HR Instant Replay - Kramer
HR Veeck as in Wreck - Veeck
CS Paper Lion - Plimpton
HR The Glory of Their Times -
HR The Hustler's Handbook -
R Seven Days to Sunday -
R Confessions of a Gypsy Quarterback - Ratterman
R The Quarterbacks -
R The Long Season - Jim Bronson
HR The Record Breakers - M. Allen
R Sport Is Where you Find It - Crow
R From Ghetto to Glory - Gibson
R Football Broadside - Kaine
CS Go Up for Glory - B. Russell
HR The Bogey Man - Plimpton
HR The Best of Jim Murray - J.M.
R The Pro Quarterback - M. Olderman
R Pro-Football for the Fan - K. Rote
R The Language of Pro-Football - K. Rote
R Bill Stern's Favorite Baseball Stories - B. Stern
R Face Off -- A Guide to Modern Hockey - Sullivan
R A Pitchers Story - J. Marichal
R I Can't Wait Until Tomorrow - Namath

Suggested Course Outline

Unit I Theme: Beginning Unit (Weeks 1-3)

Individual Reports

- My Favorite Sport
  - Why I like it
  - Explanation of how it works
- An Outstanding Sports Personality
  - Accomplishments
  - Why you admire him

Guest Lecturers

Films

Suggested Activities

- Take pictures of sports figures out of the paper and give short reports on them.
- Make a scrapbook about any sport.
- Design a stadium including all aspects of fan convenience and practical workability.

Unit II Theme: The Hardening Process (Week 4)

Physical

- Cardio-vascular
- Muscle tone
- Neuro-Muscular conjunctions
- Coordination
- Quickness
- Strength

Unit II (Con't.)

Mental

- Discipline
- Toughness
- Concentration
- Personal sacrifices

Suggested Activities

- Give 12 minute aerobic test (April 1970 -- Reader's Digest) to members of class and compare fitness with that of an athelete.

Unit III Theme: The World of Sport or Sport is Where You Find It (Weeks 5-6)

- Review and lecture on various sports. Cover many but only lightly.
- Cover origin and development of sport.
- Old time sports
  - change in sports
  - gladiators

Suggested Activities

- Have students take notes in class. At the end of each period have them write a paragraph either summarizing the day's discussion or commenting on a point.
- Group reports on odd sports of the world.

Unit IV Theme: The Thrill of Victory and Accomplishment, the Disappointment of Defeat (Weeks 7-8)

- Problems in Achievement and Interest

(1 week)

- Player desire and interest
  (spend 1 week - why do people sacrifice themselves to play sports)
- Find stories telling about what it feels like to be a winner or a loser (raw emotion).

Unit IV (Con't.)

(1 week)

- Stories
- Anecdotes
- Personal experiences
- Current events

Suggested Activities

- Scrapbook of loosers (how to build character while losing)

Unit V Theme: Heroism in Sports While Overcoming Fear (Weeks 8-13)

- Define courage and heroism. (Perhaps as a lead in - courage is a performance of duty while afraid).
- What happens to the human body when it is under the influence of fear and anxiety?
- Fictionalized Idea of A Hero versus The Idea of A Realistic Hero.

Suggested Activities

- Personal experiences concerning fear and anxiety and its effect on the body.
- Have the class develop a short questionnaire concerning "What is A Hero". Poll outside students and compile the results. Try to determine the consensus opinion of a Hero. Draw comparison with present-day sports figures.
- Comedy in sports. Discuss how people can sometimes take sports too seriously. Show how humor dispels anxiety.

Unit VI Theme: Fans and Lookers (Weeks 14-16)

- Attraction
  - Direct competition involves knowing opponent, knowing what must be done, knowing what skill it takes.
  - Vicarious experience
    - (1) dreams take place of star (Walter Mitty complex)
    - (2) if hometown teams do well, the hometown folks feel it reflects good on them
- Why some people don't watch
  - The purpose of the games are unimportant and foolish
  - Sports has no correlation with real life.
  - The players are hired and do not necessarily come from the area they are representing
- Manifestation of Interest
  - Spectator who knows rules and statistics
  - The loud mouth who uses it as an emotional outlet.

Suggested Activities

- Research attendance to various sports. Determine lists of most popular sports.
- If good class, attempt to determine appeal of specific sports, i.e., football--speed and mayhem
  baseball--liesurely pace and statistics
- Read "Walter Mitty"
- Invite the Faculty manager in to talk about crowd control and the staging of athletic events.

Unit VII Theme: Group vs Individual Sports (Weeks 17-18)

- Brief Review of Unit III
- Individualism and team play. Can a sport have both?
- What is the basic difference in a goal for a team sport and a goal for an individual sport?

Unit VIII Theme: Conclusion (Weeks 19-20)

- What good does sports do for society?
    - Economy
    - Psychological impact on spectators daily life -- sublimation, substitution
- What harm it does to society
- Final Question: what is the over riding value judgement of sports in the world -- good or bad.

Suggested Activities

- Bring in various outside speakers from all professions and get their views on sports and the value of sports. (Borderline cases could do a paper on this same topic.)

Supplementary Activities

- Word Scramble (for use in spelling instruction). Example: sport -- tspro.
- Make a crossword puzzle and have students solve it. (Use for factual reading)
- As a class project: have each student take one team in a given pro sport and research it. After oral reports, have the class predict the final standings.
- Make weekly point spreads during football season. Publish a sheet with these predictions.
- Run a pool during the high school basketball tournaments. Use a point system to determine the students with the best prediction record.
- Have each student choose a pro Golfer. Keep track of winnings and give a prize for the big winner.
- Editorial writing on Current Sports News.
- Have an APBA Baseball Tournament. (Table game from Lancaster, Pa.)
- Invent workable table games.

GRAMMAR

Course Description

This course is a descriptive approach to modern English grammar and is designed to give the student a basic knowledge of how his language operates. Such tools of grammar as: levels of usage, dialects, parts of speech, sentence patterns, and transformations will be studied so that the student will be able to use his language more effectively.

Behavioral Objectives

The student will recognize the differences in phonics, spelling, mechanics, and usage between dialects, slang, informal English, and formal English as tested by teacher observation of class discussion, exercises, and writing assignments.

The student will be able to identify and use the parts of speech such as nouns, verbs, adjectives and adverbs in the basic sentence patterns as measured by exercises, formal tests, and writing assignments.

The student will display his ability to produce transformations of sentences and conjunctions which can be measured by writing exercises and compositions.

The student will demonstrate a knowledge of ambiguity and variety in his own writing as well as in excerpts from professional writers.

The student will be able to organize sentences in a clear and logical sequence as measured by writing a composition which begins with a generalization and is supported by specific examples.

Creative expression will be fostered through the writing of compositions designed for description, dialogue, and characterization.

Text

An Introduction to Modern English Grammar, Jean Malmstrom
Hayden Book Company

GRAMMAR - 2

Semester Outline

Week 1 Chapter 1

Theme: Forward and Introduction (p. xiii)

- What is language?
- Why study grammar?
- What are the levels of usage?

Weeks 2-4

Theme: Dimensions of American English

- Young and Old p. 10
- Spoken -- Written p. 12
- Standard -- Non-Standard p. 17
- Formal -- Informal -- Technical p. 26
- Northern -- Midland -- Southern p. 30

Weeks 5-8 Chapter 2

Theme: Learning the Grammar of English

- How Children Learn Grammar p. 47
- Parts of Speech p. 58
  - . Nouns
  - . Verbs
- Basic Sentence Patterns p. 74
- Adjectives p. 86
- Adverbs p. 90

Weeks 9-11 Chapter 3

Theme: Transformation of Sentences

- Transformations producing sentences p. 109
- Conjunction transformations p. 116
- Transformations Producing Pieces of Sentences p. 120

Week 12 Chapter 4

Theme: Sentences and Non-Sentences

- Poets p. 140

Weeks 13-15 Chapter 5

Theme: The Horizons of Grammar: Ambiguity

- Ambiguity p. 161
- Lexical Ambiguity p. 164
- Gramatical Ambiguity p. 171
- Power of Context p. 178

Weeks 16-18 Chapter 6

Theme: The Horizons of Grammar: Variety

- Variety in Words p. 186
- Variety in Sentences p. 194

Supplementary Materials (for teacher refernece)

Warriner's English Grammar and Composition
Introduction to Descriptive Linguistics, Gleason
Structure of English, Fries
Composition of the Essay, Hyde Brown
Patterns of English, Roberts
Programmed Approach to Writing, Gordon
Spelling and Writing Patterns, Botel
Writing Patterns, Grady
Guide to Modern English, Corbin
Roberts English Series -- Linguistics, Roberts

Suggested Activities

- Class Cloze Test: Students take one of their paragraphs and leave out every seventh word. Then exchange with a classmate and try to fill in the blanks. Compare with original and discuss what was learned about each other's writing.

Suggested Activities (Con't.)

- Teacher prepares figure drawings with various geometric shapes and sizes, both representative and abstract, perhaps with aberrations. Students are asked to describe individual drawings in writing so that a reader could reproduce the drawings exactly like the original from the written description. Without peeking, a classmate recreates the drawing and compares his finished product with the original. Discuss where and why communication succeeded or failed.

- Compare different language used on different television and radio programs.

- Make a dictionary of slang words used by various groups.

- Analyze language used in popular songs.

- Analyze jokes and puns to determine how language creates humor. Compare the language and jokes of different comedians such as Dean Martin and Flip Wilson. Why are they funny?

- Compare examples of regional dialects.

- Write exercises, each having the same conotations, in three different versions, slang, formal, and informal language.

- Guess unwritten purposes of brief compositions.

- Bring in food appealing to the different senses. Ask students to describe orally or in writing and make comparisons.

- Students describe a classmate in writing. Have class guess who it is. Analyze why some were easy to guess and others were not.

- Read character descriptions aloud. Have students draw corresponding pictures.

- Analyze Peanuts Cartoons in text.

PLAYS

Course Description

An opportunity will be provided for the student to read, discuss and recognize good drama. Students should expect to devote time to viewing theater and TV drama.

Behavioral Objectives

Reading

The student will be able to analyze the basic elements of plays such as plot, theme, and characterization, through reading and discussion as measured by writing compositions and taking teacher-constructed tests.

Writing

The student will improve his writing skills by writing criticisms and analyses on the plays read and discussed.

Speaking

The student will improve his oral English by reading play parts aloud as a class or in small groups and by acting out brief scenes before the video tape.

Listening

The student will improve his listening skills by listening to recorded plays and fellow students acting out scenes as measured by discussion and teacher constructed tests.

Achievement Level

- Seventh to ninth grade

Instructional Materials

- Plays
    - Drama I (Literary Heritage)
    - Plays to Enjoy (Macmillan)
    - Three Comedies of American Family Life
    - Arsenic and Old Lace
    - Pygmalion or My Fair Lady
    - All My Sons
    - Lost in the Stars
    - Sunrise at Campobello
    - Comedy Roundup
    - Raisin in the Sun

Instructional Materials

- Plays (Con't.)
  - Golden Boy - Adits
  - Liliom - Molnar
  - Carousel
  - Our Town -- Wilder
  - Importance of Being Ernest - Wilde
  - The Crucible - Miller
  - Cyrano de Bergerac - Bostand
  - Member of the Wedding (Best Plays of 1940)
  - Majority of One - Spielglass
  - Glass Menagerie - Williams
  - Sandbox - Albee
  - Best TV Plays
  - Three Penny Opera - Brecht
- Teacher reference
  - Idea of A Theater - Fergusson
  - Introducing the Drama - Gassner
  - Classics Reclassified - Armour
- Films

• Hunchback of Notre Dame	(Flint Public Library)	26 min.
• Salute to the American Theater	(F.P.B.)	45 min.
• In the Park - Marcel Marcean		14 min.
• Dr. Jekyll & Mr. Hyde		
• Alice in Wonderland		37 min.
• Midsummer Night's Dream		

- Recordings
  - The Zoo Story
  - The Subject Was Roses
  - Importance of Being Ernest
  - A Funny Thing Happened on the Way to the Forum
  - Shakespeare (as narrated by Paul Schofield)

Semester Outline

First Week: Introduction

The course of study is designed to present the various types of drama. After surveying the students' TV favorites the teacher probably should focus discussion on various elements common to all plays. Assignment of a variety of TV shows for subsequent class discussion may follow. From this discussion may come --

- Characterization
- Plot - Conflict - Climax
- Theme
- Stereotypes
- Lesson or moral or meaning
- Types
  - non-comedy
  - comedy
  - musical

Prior to the reading of a play the class could be shown the difference between TV and movie viewing and play reading. Discussion of limitations in play production can be included drawing upon the students' experiences in play productions.

Weeks Two to Six: Choose 2

- Non-comedy can be illustrated through:
  - West Side Story contrasted with Romeo & Juliet
  - Cyrano de Bergerac
  - Lost in the Stars
  - Golden Boy
  - Liliom compared with Carousel

Weeks Seven to Eleven: Choose 2

- Comedy
  - Arsenic and Old Lace
  - Importance of Being Ernest compared to Boys From Syracuse (Batman as supplementary viewing)

Weeks Twelve to Sixteen: Choose 2

- Philadelphia Story
- Majority of One
- The Odd Couple
- Life With Father
- I Remember Mama
- Teahouse of the August Moon
- You Can't Take It With You
- The Man Who Came to Dinner

154

Semester Outline (Con't.)

Weeks Seventeen to Twenty: Choose 2

- Changes that have taken place in the theater in lighting, staging, language, music, and message.
  - Three Penny Opera compared with Beggars Opera
  - Raisin in the Sun
  - Thunder on Sycamore Street

- Change in setting
  - Our Town

- Change in staging and lighting and direction
  - The Sandbox

LITERATURE OF MINORITY GROUPS

Behavioral Objectives

Reading

Student will be able to demonstrate comprehension of vocabulary and dialect peculiar to a foreign minority group as measured by teacher-made test which requires definitions of words as they appear in the context of the literature.

Writing

Student will be able to demonstrate comprehension of concepts, customs, and attitudes foreign to his own culture as measured by a written description of one minority group after it has been studied.

Student will display comprehension of the concept of identification as measured by an essay in which he places himself in the role of a member of a minority group and describes his own culture from that point of view.

Listening

Student will display auditory comprehension of ideas that are foreign and new as measured by teacher-made test after an oral presentation by a spokesman for a minority group.

Speaking

Student will respond positively to customs and attitudes different from his own as measured by teacher observation in class discussions.

Materials

Books

Two Blocks Apart, by Charlotte Mayerson
The Outnumbered, edited by Brooks
Girl from Puerto Rico, by Hilda Colman
West Side Story, by I. Shulman
Letter from Peking, by Pearl Buck
Literature of the World Around Us, (several short stories)

" 'Gator Boy"	p.	29	(Indian)
"Lost Soldier"	p.	39	(Oriental)
"Kaplan and Pythias"	p.	80	
"I Missed a Great Deal"	p.	156	(Mexican)
"Stopover in Queretaro"	p.	160	(Mexican)
"Tooth or Shave"	p.	178	(Mexican)

Materials

Books (Con't.)

Twenty Grand Short Stories (three stories only)

"The Prelude"	(Jewish)
"Clothe the Naked"	(Negro)
"Young Man Axelbrod"	(Scandinavian)

Best Short Stories of 1964

"The German Refugee"	
"Mr. Iscariot"	(Mexican)
"The Woman Across the Street"	(Puerto Rican)
"A Long Day's Dying"	
"Figure Over the Town"	
"Have You Seen Sukie?"	

Audio-Visual

Films: Flint IMC

"Boundary Lines"	S118	
"The Greenie"	S367	(Polish refugee)
"The House I Live In"	S395-S398	
"Immigration"	S436	
"The Town"	S851	(European)
"The Toymaker"	L573	
"Desk for Billy"	A-1	
"Japanese Family"	L299-L300	(Japanese)
"Puerto Rico: Island in the Sun"	L484	(Puerto Rico)

Films: Flint Public Library

"Hangman"	
"Family of Man"	
"Festival in Puerto Rico"	
"Roots of Happiness"	(Puerto Rico)
"Adventure of Chico"	(Mexican)
"Cajititlan"	(Mexican)
"Town in Old Mexico"	(Mexican)
"World Without End"	

Multi-Media Kits: Northwestern High School Library

"Minorities Have Made America Great"	MMK 301.45
"Exploding the Myths of Prejudice"	MMK 301.45
"Ghettos of America"	MMK 301.45
"A Nation of Immigrants"	MMK 325.1

LITERATURE OF MINORITY GROUPS - 3

Audio-Visual

Records: Northwestern High School IMC

"Mexico: Its Cultural Life in Music and Art"	709.72
"West Side Story: Original Soundtrack"	782.8
"War Whoops and Medicine Songs" (Indian)	784.7
"Negro Folk Music of Africa and America"	784.756
"Negro Folk Music of Alabama"	784.756
"Mexican Folk Songs"	784.7
"The Lottery"	813

Course Outline

Students will study one minority group at a time, exploring the unique and universal characteristics of that group by means of the reading materials available and any outside resources that can be employed. The following groups are recommended for study. Others could be added or supplemented if appropriate literature is available.

- Jews
- Puerto-Ricans
- Irish Catholics
- Indians
- Mexicans
- Negroes
- Orientals

Each of these groups could be approached by means of the following general outline while the literature is being studied:

- Facts and information about the group (Before beginning the literature)
    - Who are they?
    - When did they come here?
    - What are their reasons for coming?
    - How many are there in the United States today? In this community?
    - Where do they come from? Where are they located in the United States?
- Unique characteristics of the group (During first part of readings)
    - Foods, clothing
    - Religion
    - Family structure (who lives in one house?)
    - Traditions and customs
    - Goals and ideals

Course Outline (Con't.)

- Universal characteristics: problems they share with other minority groups
  (During last half of readings)
  - Language barriers
  - Employment problems
  - Feelings of rejection and loneliness
  - Clinging together for security: formation of ghettos
  - Intermarriage
  - Problems of the child of mixed parentage
  - Combatting of stereotypes

Suggested Activities

Begin the semester with an anonymous reaction questionnaire, identifying student attitudes toward various minority groups. The same questionnaire could be given at the end of the semester to see if there has been any change in attitudes.

When beginning a study of one particular minority group, brainstorm the sterotypes usually associated with that group. Ask students to write down, on an unsigned sheet of paper, what comes to their mind when someone says, for instance, "Mexicans." Collect the sheets after five minutes and list the characteristics on the board, adding others as students think of them. This could lead to a discussion of how these stereotypes originated and whether or not they are valid.

Bring in a member of the minority group to discuss some aspect of his culture.

Have girls make and bring samples of foods characteristic of this culture.

Bring in a speaker from the International Institute to discuss the problems of immigrants in Flint and the role the Institute plays in this community.

Attend some activities of the International Institute.

Plan a student-centered class activity (such as small group discussions.) Blindfold every fifth student in the class. Structure the activity so that every student, whether blindfolded or not, is required to contribute something during the hour. After 30 minutes or so, let students remove their blindfolds and discuss their feelings. Ask other students to verbalize how they felt toward their "blind" classmates. Try to get students to associate their feelings of being alone and being different with the feelings of many people in minority groups.

Suggested Activities (Con't.)

As often as possible, encourage students in the class who may be members of the minority groups being studied to contribute from their own experiences.

BEHAVIORAL OBJECTIVES

SERIES IV

Objectives for Series IV

Reading

The student will be able to synthesize ideas from two or more novels as measured by an essay in which he compares or contrasts one element from each novel.

The student will be able to recognize formal elements such as plot, rhyme scheme, and speaker-audience relationships as measured by teacher-constructed test which requires the identification and labeling of these elements.

Writing

The student will be able to display comprehension of the difference between his own words and the words of others in his writing as measured by his ability to underline titles of books when they occur in sentences and use quotation marks when they are appropriate.

The student will be able to demonstrate comprehension of persons as measured by use of a consistent point of view in his writing.

The student will be able to analyze a word, image, or concept from a novel as tested by a theme in which he explains three different connotations of this element and how they are related to each other.

The student will be able to display ability to differentiate between main ideas and details by writing a summary of an essay, story or novel.

The student will be able to demonstrate comprehension of several forms of logical organization of ideas as measured by compositions which display these forms.

The student will be able to logically support a conclusion with evidence and argument as measured by essay tests or compositions.

Listening

The student will be able to display auditory comprehension as measured by his ability to take pertinent notes from a teacher lecture and use the notes successfully at a later date on an exam.

Speaking

The student will be able to display knowledge of logical thought processes in a speaking situation as measured by an oral presentation in which he defends a theses.

HARLEM RENAISSANCE

Course Description

Harlem Renaissance deals with novels, poems, essays, and plays developed by Negro authors. Beginning with early writers, the course emphasizes the period of literary productivity known as the "Harlem Renaissance" -- 1920-1929. However, historical and social forces which influenced the Negro writers of the twenties are explored along with their works. Major writers appearing immediately after the Harlem Renaissance will be explored in the last half of this course.

Behavioral Objectives

The student will be able to demonstrate their familiarity with black authors and their works as measured by teacher-prepared tests, teacher observation of discussion groups.

The student will show an increased awareness of the inner meanings of life in Black America as measured by teacher evaluation of student compositions and by teacher-prepared tests, discussions -- debates.

The student will be able to demonstrate knowledge of social and political events that influenced the emergence of magnetic and compelling Negro literary leaders as measured by themes, discussions, and tests developed and administered by the teacher.

The student will display a broader knowledge of and deeper insight into the historical and social forces that shaped American Literature by writing comparative analyses of various literary styles and other elements common to literature, by discussions and debates and by tests as directed by the teacher.

Instructional Materials

Basic Textbooks

- Dark Symphony -- Negro Literature in America Edited by James A. Emanuel and Theodore L. Gross, the Free Press, New York, N.Y. (A Division of the Macmillan Company) 1968.
- The Desegregated Heart, Boyle, Sarah Patton. New York: William Morrow & Co. 1962
- Five Plays by Langston Hughes. Edited by Webster Smalley. Bloomington: Indiana University Press, 1963.

Supplementary Materials

Fiction

- Baldwin, James, Go Tell It On the Mountain (Dell paperback, 1965)
- Chesnutt, Charles, The Marrow of Tradition (University of Michigan & Arno, 1969)
- Demby, William, Bettlecreek (Avon Paperback, 1969)
- Fast, Howard, Freedom Road (Pocket Books)
- Parks, Gordon, The Learning Tree (Crest Paperback, 1963)
- Walker, Margaret, Jubilee (Bantam Paperback, 1967)

Short Stories

- Brown, Sterling, Arthur P. Davis, & Ulysses Lee, eds. The Negro Caravan (1941, reprinted Arno, 1969)
- Chapman, Abraham, ed. Black Voices (Mentor Paperback, 1968)
- Hughes, Langston, ed. The Best Short Stories by Negro Writer (Little, Brown 1967)
  The Best of Simple (Hill & Wang paperback, 1961)
  Laughing To Keep from Crying (Henry Holt, 1952)
- Jones, LeRoi & Larry Neal, eds. Black Fire: An Anthology of Afro-American Writing (Morrow, 1968)
- Locke, Alain, Ed., The New Negro (Arno, 1968)

Poetry

- Adoff, Arnold ed., I Am the Darker Brother (Macmillan, 1968)
- Bontemp, Arna, ed., American Negro Poetry (Hill and Wang Paperback, 1963)
- Brown, Sterling, Southern Road (Harcourt, Brace & World, 1932)
- Cullen, Countee, On These I Stand (Harper, 1947)
- Tolson, Melvin B., Rendezous with America (Dodd, Mead, 1944)
  Harlem Gallery (Twayne, 1965)

Supplementary Materials (Con't.)

Folklore and Humor

- Botkin, Ben ed., Lay My Burden Down (University of Chicago Paperback)
- Brewer, J. Mason, ed., American Negro Folklore (Quadrangle, 1968)
  Worser Days and Bitter Times (Quadrangle, 1968)
- Carawan, Guy & Candie, eds., Ain't You Got A Right To The Tree of Life? (Simmon and Schuster, 1966)
- Hughes, Langston, ed., Book of Negro Humor (Dodd Mead, 1958)
- Peterson, Louis, Take A Giant Step (Samuel French)

Essays

- Baldwin, James, Notes of A Native Son (Beacon Paperback)
  Nobody Knows My Name (Dell Paperback, 1964)
  The Fire Next Time (Dell Paperback, 1964)
- Cleaver, Eldridge, Soul on Ice (McGraw-Hill, 1968)
- Ellison, Ralph, Shadow and Act (Signet Paperback)
- Gregory, Dick, Write Me In (Bantam Paperback, 1968)
- Reading, Saunders, On Being Negro in America (Signet, 1966)

Filmstrips (Mott Adult Education Program, Flint Board of Education)

"About People"
"Ghettos of America"
"Growing Up Black"
"History of Black America"
"Jerry Lives in Harlem"
"Minorities Made America Great"
"Rush Toward Freedom"

Films (Mott Adult Education Program, Flint Board of Education)

Body and Soul	Color	25 min.
Buma	Color	15 min.
Heritage In Black	Color	27 min.
Heritage of The Negro	B/W	30 min.
Skipper Learns A Lesson	B/W	10 min.

Supplementary Materials (Con't.)

Biographies

- Anderson, Marian, My Lord What A Morning (Avon paperback, 1956)
- Bennett, Lerone, What Manner of A Man: A Biography of Martin Luther King (Johnson, 1965)
- Douglass, Frederick, Life and Times of Frederick Douglass (Collier paperback, 1962)
- DuBois, W.E.B., The Autobiography of W.E.B. DuBois (Schocken paperback, 1969)
- Hughes, Langston, The Big Sea, I Wonder as I Wander (Hill & Wang paperback, 1964)
- Malcolm X with Alex Haley, The Autobiography of Malcolm X (Grove paperback, 1966)
- Meltzer, Milton, Langston Hughes. A Biography (Crowell, 1968)
- Moody, Annie, Coming of Age in Mississippi (Dial, 1968)
- Wright, Richard, Black Boy (Signet paperback, 1963)

Suggested Semester Outline - 20 weeks

Unit I Theme: What It's All About

Weeks 1-2

Introduce aims and present basic outline of the course.
* Film: Black Soldiers 25 min.

Set standards for work and explain grading system.

Give pre-test for basic English reading and writing skills and for knowledge of Negro literature.

Read and discuss essays from Dark Symphony, "The Negro Awakening", pp. 62-68, "The New Negro", pp. 74-84, and "The Negro Awakes", pp. 85-88.

* All films and filmstrips mentioned come from Lecture-Discussion Department of the Mott Adult Education Program of Flint Board Education

POOR ORIGINAL COPY - BEST AVAILABLE AT TIME FILMED

165

Unit II Theme: Trailblazers
Week 3

Introduce the following authors and their literary achievements only as background material reflecting historical and social developments influential on later Negro writers.

From basic text:

Paul L. Dunbar, pp. 36- 41
W.E.B. DuBois, pp. 42-45
Frederick Douglass, pp. 12-20
Charles Waddell Chestnutt, pp. 25-27

* Film: "The Heritage of Slavery" 53 min.

Recording: "Songs of Negro Slave -- DuBois -- An Autobiography"
(School A-V Dept.)

Unit III Theme: The Spirit of the Times--The Harlem Renaissance

Weeks 4-10

Stress the importance of these authors in encouraging and inspiring the black creative artist, and in focusing the attention of America upon the Negro artist and scholar as never before. (p. 68, Arthur P. Davis, text)

Review textbook in pp. 62-88, giving special attention to the introductory information.

Read and study as teacher wishes:

Prose Work - Jean Toomer, Cane

Poetry - James Weldon Johnson, pp. 69-72
Claude McKay, pp. 85-94
Countee Cullen, pp. 172-186

Short Stories - Rudolph Fisher, pp. 110-112, "Miss Cynthie"
Eric Waldrond, pp. 124-126, "The Yellow One"

Essay - Sterling A. Brown, pp. 137-139, "Negro Character as Seen by White Authors"

* All films and filmstrips mentioned come from Lecture-Discussion Department of the Mott Adult Education Program of Flint Board of Education.

Unit III (Con't.)

Note--Weeks 9 and 10 of this unit are devoted to Langston Hughes and his early works.

Plays - Langston Hughes, "Little Ham" and "Mulatto", Five Plays by Langston Hughes, edited with an introduction by Webster Smalley, Indiana University Press, 1968.

Poetry - Langston Hughes, pp. 191-217 text.

Filmstrips: "Ghettos of America"
"Growing Up Black"

Unit IV Theme: Negro Dynamos

Weeks 11-18

Explain meaning of unit title

Review importance of Langston Hughes

Give quick introduction to people included in unit.

Weeks 11-12

Continue with Langston Hughes

Read "Soul Gone Home" and "Tamborines to Glory" from Five Plays.

Weeks 13-15

Ralph Ellison, pp. 249-285, text.

Invisible Man, class reading of. Have class buy if necessary, #36684 in Cat. 76¢

*Film: "Willie Catches On" 26 min.
"Negro and the South" 30 min.

*Filmstrip: "They Have Overcome"

Weeks 16-17

James Baldwin, pp. 296-319, text
Class reading of Fire Next Time. Students buy if necessary.

* All films and filmstrips mentioned come from Lecture-Discussion Department of the Mott Adult Education Program of Flint Board of Education.

Unit V Theme: The Black Man Yells--Demanding Voices of Today

Weeks 18-20

Introduce unit by reading pp. 353-373, "Introduction to Modern Literature", text.

Gwendolyn Brooks, pp. 500-on in text, poetry.
Read Maude Martha, if possible.

Arna Bontemps, pp. 479-on in text.
Read Black Thunder (Novel) if time permits, and if available.

*Film: "Don't Call Me Boy" 40 min.
"Soul" 25 min.
"New Mood" 30 min.

This outline and the time given to each unit are only suggested and may vary greatly according to the temperament of the class, of the teacher, and of the school.

---

* All films and filmstrips mentioned come from Lecture-Discussion Department of the Mott Adult Education Program of Flint Board of Education.

WORD POWER

Course Description

Word Power is a concentrated course of study designed to enlarge the students' understanding and effective use of words. Realizing the important role that language plays in all areas of communication and their own appalling lack of basic word knowledge, the students themselves asked for such a course. Therefore, Word Power teaches background, definition, and usage through a variety of texts and activities.

Behavioral Objectives

Student will increase his word knowledge by study of a scientifically selected list of 750 base words offered in WORD WEALTH by Ward S. Miller.

Student will measure growth by means of pre- and post-tests devised by the author and administered by the teacher.

Student scholastic ability will increase by vocabulary training as he assunes a greater insight into the meanings of words.

Achievement Level

Student should recognize his lack of vocabulary knowledge and possess the desire to increase his scholastic ability through a technical study of words.

Instructional Materials

Books

Diederich, Paul B. & Carlton, Sydell Terris, Vocabulary for College A, B, and C

Herber, Harold L., Success With Words

Miller, Ward S., Word Wealth

Funk and Wagnell's Standard College Dictionary

WORD POWER - 2

Suggested Semester Outline

Week 1 Orientation

- Introduce aims and present outline of course.
- Set standards for work and explain grading system.
- Take survey of students' wishes in area of vocabulary study. (Use for reference.)
- Administer Pre-Test. Use sections 1, 2, 3 of the "Division Tests" for Parts I, II, and III on pages 143, 285, and 401 of WORD WEALTH.

Unit I Theme: Success with Words

Weeks 2-5

Use SUCCESS WITH WORDS as a review of terminology connected with four areas of school study and as a gauge to class ability and knowledge. One week may be devoted to each of the following: English, social studies, math, and science.

Unit II Theme: Word Wealth Roots and Affixes Weeks 6-13

Week 6 Introduction to parts of words pp. 81-84

- Study and memorize list of prefixes pp. 86-89.
- Roots, pp. 90-93. (Same for)
- Do exercises pp. 94-96. Oral or written at the teacher's discretion.
- Write test for "Unit 9," p. 140.

Week 7 Study and memorize prefixes, pp. 98-101 and roots, pp. 101-105.

- Do exercises pp. 106-108.
- Write test for Unit 10, p. 141.

Week 8 Study and memorize roots and stems, pp. 110-116.

- Do exercises pp. 117-120.
- Write test for Unit 11, p. 141.

WORD POWER - 3

Week 9 Study and memorize prefixes, pp. 122-126. Roots, pp. 126-128.

- Exercises on pp. 128-134.
- Test for Unit 12, p. 142.

Week 10 Study and memorize roots, pp. 245-248.

- Do exercises pp. 249-252.
- Do test for Section 10, 289.

Week 11 Study and memorize "Twenty-some Roots", pp. 254-259. Same for "More Prefixes", pp. 259-260.

- Do exercises pp. 261-264.
- Do test on p. 290.

Week 12 Study and memorize "Prefixes", pp. 266-268. Same for "Roots, Largely Greek", pp. 269-273.

- Do exercises, pp. 273-276.
- Test on p. 290.

Week 13 Study and memorize suffixes, pp. 407-411.

- Do exercises pp. 412 and 413.

Week 14-19 Concentrate on "Word Lists" on Parts I, II, and III of WORD WEALTH.

- Do the exercises and tests as offered in the text.

By this time the teacher will know her class and its ability well enough to estimate the length of time needed for the various sections of the word lists. The whole class, if finished, or the more able students only may utilize any extra time in studying VOCABULARY FOR COLLEGE books.

The theory behind this organization of the course content is that, if the students are exposed to the roots and affixes of words first, it will be easier for them to memorize the words.

Week 19 Administer final tests 6-10, pp. 397-400.

Activities

The students may keep their own vocabulary lists of words they hear or come across in their reading. They may share their findings with class members.

REBELLION AND CONFORMITY

Course Description

Significant works of American Literature concerning the themes of rebellion and conformity will be read and discussed. Conflicts within the individual and between the individual and society will be explored in an attempt to understand the forces that have shaped the essential character of the American.

Behavioral Objectives

A student will be able to demonstrate his understanding of himself and his place in life as measured by teacher-prepared tests, class discussions, and teacher-evaluated compositions based on the material suggested in the course of study.

A student will be able to portray his awareness of American writers and their influential communication to modern man through a study of their works as measured by teacher tests, student-teacher discussions and written assignments as designated by the teacher.

Suggested Approaches and Teaching Aids

For classroom discussion, the teacher will select for each unit one long work (a novel or a play) and several short works (poems, short stories, essays) to be read by the students.

It is strongly recommended that the inductive approach, where the teacher questions and manipulates rather than dictates, be used. The teacher's job will be to lead the students to discover literary values for themselves.

Writing experiences, both creative and analytical, will evolve from reading and discussion. Several themes of varying lengths and essay tests should be required regularly throughout the course. The Teacher's Manual for the American Experience tests offers excellent suggestions for discussion and writing assignments.

Students should be quizzed frequently on reading material for comprehension and to insure assignments are read. Most reading should be done outside of class although an occasional class reading period may be necessary. Lengthy material should be read as quickly as possible (assignments will have to be geared to the individual class.)

Oral activities will consist primarily of discussion; large group, small group, panels and individual reports. After studying one novel in a unit as a class, the students may choose another for individual reading. Then, group discussions can be stimulated from the variety of books read.

Suggested Approaches and Teaching Aids (Con't.)

Films

Brotherhood of Man FPL
The Captive
Decision to Die
Does It Matter What You Think?
Farewell to Childhood
Mark Twain Gives An Interview
Measure of A Man
One Man's Opinion
Time Out of War FPL

Unit I Theme: Innocence and Experience (Weeks 1-4)

Every individual must experience the pain of disillusionment as he passes from childhood to adolescence to maturity. The initiation into manhood with the concurrent discoveries of evil, hypocrisy, and death will be explored in representative literature the first four weeks.

Works to be studied will be chosen from the following.

It is suggested that some of the short stories and poetry be studied first as introduction to one or more of the novels since the first week, at least, is usually disorganized due to transfers, late arrivals, etc.

Poetry

Frost, "Birches"
Stafford, "Fifteen" Currents in Poetry
Coffin, "The Secret Heart" Currents in Poetry

Short Stories

West, "Road to the Isles" Designs in Fiction
Edmonds, "Water Never Hurt A Man" Designs in Fiction
Faulkner, "Two Soldiers" Adventures in American Literature; Adventures for Americans.
Saroyan, "The Parsley Garden" Designs in Fiction
Steinbeck, "Flight" Adventures in American Literature Adventures for Americans
Faulkner, "The Bear"

Non-Fiction

Buchwald, "The Grown Up Problem" American Experience; Non-Fiction
Smith, "Mark Twain: The Adventures of Huckleberry Finn" American Experience; Non-Fiction

Unit I (Con't.)

Novels

Crane, *Red Badge of Courage*
Twain, *The Adventures of Huckleberry Finn*
Knowles, *A Separate Peace*
Dreiser, *Sister Carrie*
Rawlings, *The Yearling*

Unit II Theme: *Individualism and Conformity* (Weeks 5-8)

Man has conflicting desires -- to conform to societal pressures and to be an individual. Defying society often results in frustration, alienation, and loneliness. How society treats the non-conformist and when to conform and when not to conform will be studied in this unit.

Poetry

Dickinson, "Much Madness is Divinest Sense" *American Experience: Poetry*
Dickinson, "Soul Selects Her Own Society" *American Experience: Poetry*
Frost, "Mending Wall" *Adventures in American Literature; American Experience: Poetry*
Frost, "The Road Not Taken" *Adventures in American Literature; American Experience: Poetry*

Short Stories

Stuart, "Split Cherry Tree" *Adventures in American Literature*
Benet, "By the Waters of Babylon" *Designs in Fiction* (and several other short story anthologies)
Jackson, "The Lottery"
Steinbeck, "Molly Morgan" *Designs in Fiction*
Marquand, "You Can't Do That" *Adventures for Americans*

Non-Fiction

Emerson, "Self Reliance" *Adventures in American Literature; American Experience: Non-Fiction*
Thoreau, "Civil Disobedience" *Adventures in American Literature; American Experience: Non-Fiction*
Thoreau, "Where I Lived and What I Lived For" *Adventures in American Literature; American Experience: Non-Fiction*

Unit II (Con't.)

Novels

Salinger, Catcher in the Rye
Clarke, The Ox-Bow Incident
Dreiser, An American Tragedy

Drama

Hellman, The Little Foxes in American Experiences: Drama

Unit III Theme: Man and Society (Weeks 9-12)

Protest against injustice in American society will be the major emphasis in this unit. The themes of social responsibility, brotherhood, "Haves vs Have Nots," evil, and corrupting influences of the environment will be included.

Poetry

Lindsay, "Leaden Eyed" Adventures in American Literature; American Experience: Poetry
Sandburg, "Clean Curtains" Adventures in American Literature
Untermeyer, "Caliban in the Coal Mine" Designs in Poetry
Nemerov, "Santa Claus" American Experience: Poetry
Viereck, "Of Course Not" Adventures in American Literature

Short Stories

Garland, "Under the Lion's Paw" Adventures in American Literature; American Experience: Fiction
Antin, "First Impressions of the Promised Land" Adventures in American Literature;
Norris, exerpt from The Octopus Adventures in American Literature; American Experience: Fiction

Novels

Wright, Native Son
Steinbeck, Grapes of Wrath
Sinclair, The Jungle
Steinbeck, Cannery Row
Farrell, Studs Lonigan

Non-Fiction

Harrinton, "The Poverty of the Bowery" in American Experience: Non-fiction
Steffens, "Philadelphia: Corrupt and Contented? American Experience: Non-fiction

Unit IV Theme: Man's Cruelty to Man (Weeks 13-16)

Hate, hostility, and violence seem to be inherent in the nature of man, from individual conflicts to global wars. Literature relating to these ideas form the basis for exploring the theme of man's inhumanity to man.

Poetry

Emerson, "Voluntaries III" Adventures in American Literature
W.C. Williams, "In Chains" American Experiences: Poetry
Sandburg, "Grass" and "Buttons" Adventures in American Literature
Seeger, "I Have a Rendezvous with Death" Adventures in American Literature
Crane, "War is Kind" American Experiences: Poetry
Crane, "Once There Came A Man" American Experiences: Poetry
Whitman, "Beat! Beat! Drums!" Adventures for Americans; American Experience: Poetry
Whitman, "Come Up From the Fields Father" Adventures for Americans; American Experience: Poetry

Short Stories

Crane, "The Open Boat" American Experience: Fiction
Connell, "The Most Dangerous Game" Currents in Fiction; Adventures in American Literature
Sandburg, "The Funeral Train" American Experience: Non-fiction
Pyle, "Mountain Fighting" " " "
Hersey, "Journey Toward A Sense of Being Treated Well" American Experience: Non-fiction

Novels

Shaw, The Young Lions
Hemingway, For Whom the Bell Tolls
Hemingway, A Farewell to Arms

Plays

Miller, The Crucible

Unit V Theme: Search for Values (Weeks 17-20)

What should man value in life? Should he adopt the values of social institutions, change values depending on the situation, or develop a moral code of his own?

Exploring the answers to these questions and the theme of courage, love, honor, integrity, strength, beauty, and truth will be included in this unit.

Poetry

Eliot, "The Hollow Men" Adventures in American Literature
Crane, "A Newspaper" "Truth" American Experience: Poetry
Whitman, "When I Heard the Learn'd Astronomer" American Experience; Adventures in American Literature
Auden, "The Unknown Citizen" American Experience: Poetry
Masters, poems from Spoon River Anthology American Experience: Poetry; Adventures in American Literature

Short Stories

Hemingway, "In Another Country" American Experience: Fiction
Kjelgaard, "The Tiger's Heart" Designs in Fiction
Hawthorne, "Dr. Heidigger's Experiment" Adventures in American Literature
Cather, "Neighbor Rosicky" American Experience: Fiction
Benet, "Devil: Daniel Webster" Adventures in American Literature

Novels

Wouk, The Caine Mutiny
Richter, Sea of Grass (in Four Complete Modern Novels)
Steinbeck, The Winter of Our Discontent
Hersey, The Child Buyer
Stuart, The Thread that Runs So True
Smith, A Tree Grows in Brooklyn
Hemingway, The Sun Also Rises

Plays

Benet, "Devil: Daniel Webster" Currents in Drama
Wouk, "The Caine Mutiny" Designs in Drama

AMERICA: PROBLEMS AND PROMISES

Course Description

The great American Dream to be rich and successful often at the sacrifice of human values, has permeated American culture. Significant works of literature on this theme will be read and discussed in an attempt to understand the benefits and dangers of such a pursuit.

Behavioral Objectives

The student will be able to illustrate his comprehension of social and personal problems influencing his development as measured by teacher prepared tests, class discussions, and teacher-evaluated compositions based on the material suggested in course of study.

The student will be able to demonstrate awareness of future probabilities for himself and society as suggested by writers listed in the course of study as measured by teacher-prepared tests, student-teacher discussions, and written assignments as designated by the teacher.

Suggested Approaches and Teaching Aids

For classroom discussion, the teacher will select for each unit one long work (a novel or a play) and several short works (poems, short stories, essays) to be read by the students. The only exception to this is the last unit which contains only short works.

It is strongly recommended that the inductive approach, where the teacher questions and manipulates rather than dictates, be used. The teacher's job will be to lead the students to discover literary values for themselves.

Writing experiences, both creative and analytic, will evolve from reading and discussion. Several themes of varying lengths and essay tests should be required regularly throughout the course. The Teacher's Manuals for the American Experience and other texts offer excellent suggestions for discussion and writing assignments.

Students should be quizzed frequently on reading material for comprehension and to insure assignments are read. Most reading should be done outside of class although an occasional class reading period may be necessary. Lengthy material should be read as quickly as possible. The length of the daily reading assignments will have to be geared to the ability of the class as a whole.

Suggested Approaches and Teaching Aids (Con't.)

Oral activities will consist primarily of discussion; large group, small group, panels and individual reports. After studying one novel in a unit as a class, the students may choose another for individual reading. Then, group discussions can be stimulated from the variety of books read.

Films

The Changing City
Cummington Story
Have I Told You Lately
High Wall
Robert Frost
Picture In Your Mind

Records

Masters, Spoon River Anthology
Williams, Glass Menagerie
Miller, Death of A Salesman
In White America
Golden Boy
Simon & Garfunkel, Sounds of Silence (for "Richard Cory")

Unit I Theme: Idealism & Materialism (Weeks 1-4)

This unit will be concerned with the conflict between commercial values and spiritual values and man's attempt to cope with progress, money, machines, and power.

Poetry

Dickinson, "Success is Counted Sweetest" American Experience: Poetry
Markham, "The Man with the Hoe" Adventures in American Literature
Sandburg, "Men Of Science Say Their Say" American Experience: Poetry
Shapiro, "Auto Wreck" Designs in Poetry
Fearing, "King Juke" Currents in Poetry
Fearing, "Reception Good" Adventures in American Literature

Short Stories

O'Henry, "Mammon and the Archer" Adventures in American Literature
Irving, "Devil & Tom Walker" Adventures in American Literature

Unit I (Con't.)

Non-Fiction

Halacy, "The Robots Are Here!" Currents in Non-Fiction
Maxwell Perkins, "A Letter on The Great Gatsby", American Experience: Non-Fiction

Novels

Fitzgeral, The Great Gatsby
Lewis, Arrowsmith
Wilson, Man in the Grey Flannel Suit
Malamud, The Assistant
Howels, W.D., Rise of Silas Lapham

Plays

Shulberg, "What Makes Sammy Run?"
Rice, "The Adding Machine"

Unit II Theme: Illusion and Reality (Weeks 5-8)

It seems inherent in the human condition for man to manufacture illusions in order to ease the pain of reality. The problems of escape from reality into such things as suburbia, alcohol, narcotics, movies, dreams, mental illness, and death will be explored in this unit.

Poetry

Robinson, "Miniver Cheevy" and "Richard Cory" Adventures in American Literautre; American Experience: Poetry

Short Stories

Thurber, "The Secret Life of Walter Mitty" Adventures in American Literature; Designs in Fiction
Thurber, "The Catbird Seat"
Capote, "Miriam" American Experience: Fiction

Drama

Williams, "The Glass Menagerie" The American Experience: Drama
O'Neill, "Long Day's Journey into Night"

Unit II (Con't.)

Novels

Wharton, Ethan Frome
West, Day of the Locust, Miss Lonely Hearts
O'Conner, The Edge of Sadness
Algren, Man With the Golden Arm

Films

Decision to Die (suicide)
To Your Health (alcoholism)
LSD - 25
Marijuana

Unit III Theme: The American Negro's Search for Identity (Weeks 9-12)

What place has the Negro in a white man's world? The problems of race relations will be studied in this unit. Emphasis should be placed on the similarities rather than on the differences between races. Black identity, black power, bigotry, tolerance, brotherhood, alienation, and black protest are possible topics for discussion.

Poetry

By Gwendolyn Brooks, Langston Hughes, Countee Cullen, James W. Johnson found in Designs in Fiction, Currents in Fiction and American Experience: Poetry.

Short Stories

Ellison, "Flying Home" American Experience: Fiction
Kelley, "A Visit to Grandmother" Designs in Fiction
Street, "The Biscuit Eater" Currents in Fiction
Gibbs, "The Test" Currents in Fiction

Non-Fiction

Baldwin, "Notes of a Native Son" American Experience: Non-Fiction
Baldwin, "My Dungeon Shook: Letter to My Nephew" American Experience: Non-Fiction
Davis, "I Touched Them, Dad" Currents in Non-Fiction
Armstrong, "My Boyhood in New Orleans" Designs in Non-Fiction
Douglass, "Position of the Government Toward Slavery" American Experience: Non-Fiction

Unit III (Con't.)

Novels

Ball, *In the Heat of the Night*
Baldwin, *Go Tell It On the Mountain*
Ellison, *Invisible Man*
Faulkner, *Intruder in the Dust*

Unit IV Theme: *Search for Meaning in Life* (Weeks 13-16)

Man's search for identity and his quest for meaning in life form the basis for this unit. A philosophy of life, faith, truth, self-discovery, the worth of man, freedom, and self-destruction should be singled out for emphasis.

Poetry

Emerson, "The Rhodora" "Forbearance" "Compensation" *Adventures in American Literature* and *American Experience: Poetry*
Bryant, "To A Waterfowl" "Thanatopsis" Same as Above
Whitman, "Miracles" " "
Masters, exerpts from *Spoon River Anthology* " "
Williams, "The Words Lying Idle" *American Experience: Poetry*

Short Stories

Ashworth, "High Diver" *Adventures for Americans*
Bradbury, "The Pedestrian" *Adventures in American Literature*

Novels

Melville, *Moby Dick* (abridged)
Rolvaag, *Giants in the Earth*
Steinbeck, *The Pearl*
Steinbeck, *The Moon is Down*

Drama

Wilder, *Our Town*
Miller, *Death of A Salesman*

Unit V Theme: Americans on America (Weeks 17-20)

What have Americans through the years had to say about their country? What does it mean to be an American? What are the values and faults which have been pointed out? What does the future hold for this country? What dangers do Americans foresee for their country?

This material can be arranged for presentation in several different ways. It can be arranged chronologically for past, present, and future scenes and comments on American life. It can also be arranged according to topics such as boyhood experiences in America, rural America, urban America, politics, education, science, etc.

This unit also affords excellent opportunity to use current newspapers and magazines for essays and articles on the American scene.

Poetry

Sanburg, "Chicago", "The Copperfaces" Adv. in American Lit.
Whitman, "I Hear America Singing" "Mannahatta" " "
Cummings, "Next to of Course" American Experience: Poetry
Frost, "The Gift Outright" " " "
MacLeish, "It's A Strange Thing to be an American," "Land of the Free" Adv. in American Lit.
Wheatley, "His Excellency General Washington" "Liberty and Peace" American Experience: Poetry
Crane, "A Newspaper" " " "

Non-Fiction

Basic text for this is The American Experience: Non-Fiction
Two Basic Questions pp. 3-19

Lowell, "Democracy" American Experience: Non-Fiction
White, "The Age of Dust" " "
White, "Once More to the Lake" Currents in Non-Fiction
Allen, "These Intelligence Tests" " "
Fadiman, "Fadiman's Law of Optimum Improvement" " "
Schlesinger, Jr., "The Spirit of the New Frontier" American Experience: Non-Fiction
Twain, "My Uncle's Farm" " " "
Twain, "Flush Times in Virginia City" " "
Twain, "Learning the River" " "
Adams, "Harvard College" " " "
Mencken, "On Being an American"
Wolfe, "Circus at Dawn"
The Modern Non-Fiction Section of Adventures in American Lit.
Buckley, Jr., "Why Don't We Complain?" Am. Experience: Non-Fiction

Buchwald, "Three by Buchwald"
Comment and Opinion Section of Designs in Non-Fiction

If longer works are desired for this unit, students can read such books as those by Vance Packard -- A Nation of Sheep, Status Seekers, Waste Makers, Lederer The Ugly American.

REVIEW OF COMMUNICATION SKILLS

Course Description

A rapid review of the skills used in reading, writing, speaking and listening.

Give Pre-Test

Behavioral Objectives

The student will be able to display knowledge of grammar and usage as measured through teacher prepared exercises and tests.

The student will be able to demonstrate comprehension of reading skills as measured by teacher judgement.

The student will be able to demonstrate the application of writing skills as measured by peer evaluation and teacher judgment of sample writings.

The student will be able to display knowledge of listening skills as measured by SRA Reading IV A Unit on "Listening Skills", peer judgment, and teacher prepared tests.

The student will be able to demonstrate knowledge of speaking ability as measured by peer judgment and teacher evaluation.

Instructional Materials

Warriner, English Grammar and Composition (complete course)
Heath Handbook of English
What Everyone Should Know About Punctuation
What Everyone Should Know About Semantics
What Everyone Should Know About Words
What Everyone Should Know About Writing
Warriner, Composition Models

Achievement Level

Student should have basic knowledge of communication skills but feel a need for a rapid review of them.

REVIEW OF COMMUNICATION SKILLS - 2

Suggested Semester Outline   Administer Pre-Test

Unit I   Theme: Grammar and Mechanics   (6 weeks)

Parts of speech

- Nouns
    - common, proper, abstract, collective
    - uses
    - plurals
    - possessives
- Pronouns
    - case
    - agreement with antecedent
    - compound personal pronouns
    - relative
    - common problems
- Verb
    - principal parts
    - irregular and troublesome
    - tense
    - active and passive voice
    - action, linking
    - subjective mood
    - agreement with subject
- Adjectives and adverbs
- Conjunctions
- Prepositions
- Interjections

Verbals

- Participle
- Gerunds
- Infinitives

REVIEW OF COMMUNICATION SKILLS - 3

Unit I (Con't.)

Punctuation and Capitalization

- End marks
- Other uses of period
- Comma, semicolon, colon, apostrophe
- Quotation marks
- Italics, dash, parentheses, brackets, ellipsis marks
- Capital letters

Unit II Theme: Reading and Composition (8 weeks)

The sentence

- Phrase
- Clause
- Kinds according to use
- Kinds according to structure
- Diagraming

The Paragraph

- Topic sentence
- Ways of development
  - details
  - comparison and contrast
  - cause and effect
  - giving reasons
- Types
  - narrative
  - description
  - persuasion
  - expository

REVIEW OF COMMUNICATION SKILLS - 4

Unit II (Con't.)

- Other types of writing
  - analytical or interpretative
  - character sketch
  - opinion
  - précis
  - letters
  - paraphrase

Reading

- Different types of readings such as model paragraphs, newspapers and magazines, formal and informal essays, short stories, poetry, and plays should be read and analyzed. Writing assignments should be based on these readings; for example, after reading several essays, write one. After reading magazine and newspaper articles, write précis (or opinion paper based on editorial-type material). After reading short story (or play) write an analysis or interpretation. After reading poetry write a paraphrase.

Unit III Theme: Listening and Speaking (5 weeks)

Listening

- Study Instructor's Handbook, p. 39. SRA Reading Lab. IV A. The portion of Student's Handbook applicable to "Listening Skill Builders" needs to be provided for the students.

- 10 class periods are needed to complete the "Listening Skill Builders".

Speaking

- Have students use tape recorder to listen to each other's speech. Discuss ways to improve pronouncation, speech patterns, etc.

- Student reports on something read, TV program, a movie to test ability to organize material and create interest.

- Student give an opinion paper to test ability to persuade.

- Students participate in a panel discussion.

- Students make introductions. (A speaker, friends, etc.)

- Students take part in small group discussions (serve as discussion leaders, reporters, etc.).

- Students participate in a meeting to show ability to gain recognition by the chair and to speak publically about an issue.

REVIEW OF COMMUNICATION SKILLS - 5

PRE-TEST

I. Grammar and Mechanics

List the underlined word and opposite it write the part of speech or verbal.

> But this shell -- it is simple; it is bare; it is beautiful. Small, only the size of my thumb, its architecture is perfect, down to the finest detail. Its shape, swelling like a pear in the center, winds in a gentle spiral to the pointed apex. Its color, dull gold, is whitened by a wash of salt from the sea. Each whorl, each faint knob, each Criss-Cross Vein in its eggshell texture is as clearly defined as on the day of creation. My eye follows with delight the outer circumferences of that diminutive winding staircase up which its tenant used to travel.

1. shell --
2. it --
3. my --
4. like --
5. winds --
6. apex --
7. each --
8. eggshell --
9. clearly --
10. winding --
11. to travel --

II. Insert capital letters and proper punctuation

A. Do you enjoy reading about horses dogs and other animals

B. On tuesday july 19 1966 I read an interesting book said Paul.

C. it was named wildness champion

D. My cousin in Hartford Connecticut sent the book to me

E. The book was written by joseph w Lippincott

F. It is about a dog names reddy and a wolf called king said Paul

G. Is the setting in the United States or in Canada

H. Dont Reddy and King live in a forest asked Jim.

I. Paul replied yes Jim Reddy was raised by the wolf which was huge black and fierce

J. Reddys owner finds the dog in the forest.

REVIEW OF COMMUNICATION SKILLS - 6

III. Writing

A. Name the four kinds of sentences according to function or use. Write an example of each and label.

B. Name the four kinds of sentences according to structure.

Write an example of each and label.

C. Define:

1. clause
2. phrase
3. topic sentence
4. paragraph

D. Diagram the following sentences:

1. The American flag is red, white, and blue.
2. The pilot landed the plane safely.
3. When the fire bell rang, the students vacated the building.
4. Place the napkin on the left side of the plate.
5. Mary and John went downtown, and they bought new clothes, a camera, and a fishing rod.

E. List three types of paragraphs.

F. Name three methods of development one may use in writing a paragraph.

G. List five types of non-fiction writing.

H. List three situations in which a young adult would need to know how to speak properly.

REVIEW OF COMMUNICATION SKILLS - 7

POST TEST

I. Read all the way through before writing

A. Choose one of the following topics on which you wish to write:

An Interesting Place to Visit (Description)
A Person I Admire (Description)
I'll Never Forget (Narrative)
The Biggest Surprise of My Life (Narrative)
How to ________________________ (Expository)
This I Really Believe (Persuasion)
You'll Never Convince Me (Persuasion)

B. Identify the method you will use to develop the chosen topic into a paragraph.

C. Write a good title for the paragraph.

D. Using the chosen topic, develop a paragraph of not more than twenty sentences.

E. Opposite the following items, write a sample from your paragraph:

1. Five sentences that are developed using some other pattern than subject followed by verb.
2. A noun as a subject.
3. A noun used as an object
4. Verbs that show object
5. A linking verb
6. An adjective
7. An adverb
8. Conjunction - coordinating
9. Conjunction - subordinating
10. Preposition (used as adjective or adverb, identify which)
11. Topic sentence
12. Summarizing or clincher sentence
13. A phrase
14. An independent clause
15. A dependent clause.

II. Write a dialogue between two persons. Include in their conversation details of biographical data, educational backgrounds, hobbies, and interests. (This sample of writing will be checked for correct punctuation, capitalization, and usage.)

STUDY HABITS AND NOTE TAKING

Course Description

This course of study is designed to present the student with a more effective method of study and to give him practical help to make good study techniques a habit.

Behavioral Objectives

The student will be able to organize his ideas in sentence form and in paragraphs having a topic sentence and supporting material.

The student will be able to take notes in outline form from both oral and written material and to organize his ideas in outline form.

The student will be able to analyze and test the logic of his own thoughts and the thoughts of others by use of analogies.

The student will understand the principles of study as shown by oral reports and the setting up of his own study schedule or by a project for teaching these principles to another.

Materials

Vocabulary for College A, B, and C
Faster Reading Made Easy
A student purchased magazine such as Practical English.
Various recorded speeches.
Various essays or articles to be outlined or summarized by the entire class.

Unit I Theme: Sentence Structure -- Grammar

- Study the parts of sentence, if necessary.
- Teach the difference between clauses and phrases and the various kinds of both.
- Work on paragraph development, stressing the topic sentence and various kinds of supporting information.
- Work on individual weak points in students grammatical usage.
- Teach spelling rules and work with major spelling difficulties.

STUDY HABITS AND NOTE TAKING - 2

Unit II Theme: Outlining

- Teach the basic outline form, having class work out outlines together so they can see how outlining is done. If possible, pass out sample outlines.
- Have students outline materials from his own textbooks.
- Have students outline other written materials.
- Have students outline speeches by guest lecturers, recordings or teacher lectures.
- Have students give 5-10 minute speeches using notes in outline form. The rest of class will outline these speeches as they listen.
- Have students organize an outline from which a 300-500 word paper can be written. Topics should be current.
- Teach the precis. Show students examples and then have them practice writing the precis.

Unit III Theme: Clear Thinking

- Have class read the essay "Love is a Fallacy" by Shulman.
- Teach Inductive and Deductive Reasoning.
- Teach Analogies.
- Working in groups, have students discuss the logic of all sides of current problems.
- Have student debates where logic must be used to prove a point. The class will judge the logic of both sides.

Unit IV Theme: Principles of Study

- Assign oral reports from various psychology books on the principles of study.
- Have reports on how study skills must change according to type of material to be studied.
- Discuss various types of tests and how they should be studied for. Give examples of various types of essay questions and how students practice writing out the answers.
- Discuss standardized tests and tricks for taking them and for reducing nervousness.

192

Unit IV (Con't.)

- Have students set up a study schedule that would work for them. Perhaps a schedule showing how they presently use their time and then a new schedule showing how they could put their time to better use would be helpful.
- Have students work on a project helping someone else to improve his study habits.

Suggestions

- Use the vocabulary workbooks throughout the semester. Maybe set aside one day a week as vocabulary day.
- If a magazine is purchased by the students, this material can be used for outlines, summaries, sample tests and quizzes.
- SRA Kit on Listening Skills and Note Taking may be helpful (a little elementary).
- Games such as analogies, jeopardy, etc. may be helpful in vocabulary building.
- Use Faster Reading Made Easy. Students can work on own problems at own speed.
- Have guest speakers if possible for practice in notetaking.
- Work on individual problems as much as possible.

CREATIVE WRITING

Course Description

Creative Writing is for those who wish to express themselves creatively and imaginatively in short stories and poetry. All will be encouraged to enter their work in contests and for publication. Critical analysis of short stories, both the students' and modern writers', will be studied.

Behavioral Objectives

The student will be able to recognize formal elements of the short story such as plot, theme, unifying elements, symbols, as measured by teacher-constructed test which requires the identification and labeling of these elements.

The student will be able to recognize formal elements of poetry such as rhyme scheme, alliteration, personification as measured by teacher-constructed test which requires the identification and labeling of these elements.

The student will be able to demonstrate comprehension of the elements of the short story as measured by development and use of these elements in short sketches and short stories of his own.

The student will be able to demonstrate comprehension of the elements of poetry as measured by his use of these elements in poetry of his own.

The student will be able to display comprehension of the elements of a short story by writing an analysis of a particular short story.

The student will be able to display comprehension of the various levels of meaning in poetry by writing an analysis of a particular poem.

(Take writing plays out of Creative Writing; not enough time to teach both short story and the play.
Consider Creative Writing II with Creative Writing and/or the approval of teacher prerequisite. Include in this course writing plays.)

Offer Creative Writing and Writing Stories the same hours so that teachers can make adjustments if some students are mis-scheduled.

CREATIVE WRITING - 2

Instructional Materials

Carson C. Hamilton, Disciplines of Writing, (Revised edition, Edwards Bros.)
William W. West, On Writing by Writers (Ginn)
R.V. Cassill, Writing Fiction, (Pocketbooks)
Edith R. Mirrielees, Story Writing, (Viking)
Lape and Lape, Art and Craft in Poetry (Ginn)

Resource Materials

Various school literary magazines such as:

- Blue Heron
- The Bullfighters
- Colt Prints
- From Scratch
- Aurora Borealis

Kempton, Short Stories for Study
Fox, How to Write Stories That Sell
O'Faolain, The Short Story
Holmes, Writing Poetry
Hogrefe, The Process of Creative Writing
Elwood, Characters Make Your Story
Hillyer, First Principles of Verse
Burhan, C.S. Jr., The Would-Be Writer

Literary Cavalcade, Scholastic Pub.
Writer's Market

Semester Outline

Week 1 Developing Attitudes

The first week should be spent in orientation, discussion, and motivation. Possible discussion questions are:

- What is creativity?
- Can writing be original?
- Can a teacher *really* teach someone how to write?
- What are the various writing careers available?
- How does one go about getting published?
- Must one write only from experience?
- Why does a writer write?
- In the light of Marshall McLuhan, is the written word dying?

Materials

- West, pp. 1-11
- Cassill, pp. xi-23
- Hamilton, pp. 1-9

CREATIVE WRITING - 3

Week 2 Description

Lecture and discussion for the following four weeks will center around techniques of writing description. Primary goals will be to master writing concrete detail and become familiar with faulty diction.

- Assignment: Describe an object (one paragraph)
  - . Five entries in Journal due Thursday. (see suggested activities)
  - . Supplementary Reading assignment due Friday.
- Materials: Hamilton, pp. 10-38; and "Glossary of Faulty Diction"; and professional and student models as needed.

Note: Techniques and faults discussed are not meant to be interpreted rigidly or dictatorially. What is considered a fault in writing may, under certain circumstances, be allowable or even desirable.

- Faults in Description:
  - . irrelevant detail
  - . lacks specificity
  - . lacks sensory words
  - . illogical order
  - . lacks word pictures
  - . overuse of passives
  - . "Telling" rather than "showing"
  - . gimmicks
  - . stilted words and phrases
  - . too abstract
  - . summarizing
  - . wrong connotations
  - . "preciousness"
  - . use of trite words and phrases

Week 3 Revision of Description of Object due.
Continue studying techniques of description.

- Assignment: Describe a Place (one paragraph)
- Materials: Hamilton, pp. 39-45

Week 4 Revision of Description of a Place due.
Discuss techniques of describing a character.

- Assignment: Describe a Person (one well-developed paragraph)
- Materials: Mirrilees, pp. 135-170
  Cassill, pp. 235-351

CREATIVE WRITING - 4

Week 5 Description of Person due. (no revision)

- Review techniques of Description. Have class examine and criticize work accomplished so far. Discuss models in West and Cassill.

Week 6 Revision of Description of Person due. (Tape this)
Narration

The next four weeks will be spent studying techniques of narration.

- Assignment: One page of Narration (without dialogue)
- Materials: Cassill, pp. 30-60; Mirrilees, pp. 13-43; West.

Week 7 Narrative passage due.
Teach Half Scene and Transitions.

- Assignment: One page of Half Scene
- Materials: Mirrilees, pp. 47-87; Cassill.

Week 8 Half Scene due.
Teach dialogue in depth.

- Assignment: A Full Scene (100-300 words)
- Materials: Mirrilees, pp. 173-187; West; Cassill.

Week 9 Full Scene due.
Summarize description, characterization, narration, scenes, and dialogue.
Examine student and professional models.

- Assignment: A Short-Story (500-1,000 words)
- Materials: West, pp. 14-57; Cassill; Mirrilees, pp. 192-222, 235-240.

CREATIVE WRITING - 5

Week 9 Con't.

- Faults in Narration
  - irrelevant events
  - unbalanced cause and effect
  - lacks credibility
  - dodges detail
  - unclear time intervals
  - neglects significant detail
  - lacks specificity
  - illogical time tempo
  - lacks transitions
  - lacks motivation
  - sloppy thinking
  - inconsistency
  - cliches
  - lacks significance
  - wrong emphasis
  - purposeless dialogue
  - overuse of adverbs of manner (tags)

Week 10 Short-Short Story due.
Discuss unity, tone, and theme.
Continue techniques of plot and characterization.

- Materials: West, pp. 94-133; Cassill, pp. 203-269; Mirrilees, pp. 123-132.

Week 11 Revision of Short-Short Story due.

- Assignment: A Short Story (1,000-3,000 words)
- Materials: West, pp. 160-203

Week 12 No assignment.

- Materials: West, pp. 242-269

Week 13 Short Story due. (not to be revised)

- Discuss principles of writing Drama. Review techniques of writing dialogue.
- Assignment: A One-act Play. (10-15 typed pages)
- Materials: West, pp. 374-411

Week 14 No assignment due.

Review playwriting techniques. Prepare a presentation of student-written play.

- Faults in writing the short story and play:
  - lacks depth or substance
  - illogical sequence of events
  - lacks unity
  - uninteresting
  - inappropriate point of view
  - inconsistent tone
  - lacks movement
  - lacks credibility
  - surprise endings
  - elaboration of obvious
  - staleness
  - lacks conflict
  - late or wrong implication
  - piling on detail
  - irrelevancy
  - fails to arouse emotion
  - moralizing by author
  - lacks transitions
  - poor time allowances
  - unnatural dialogue

Week 15 One-Act Play due.

Teach techniques of Haiku poetry. Examine models of Japanese and modern Haiku.

- Assignment: Ten examples of Haiku
- Materials: Henderson

Week 16 Haiku due.

Teach techniques of the Elizabethan and Italian sonnet.

- Assignment: One Elizabethan and one Italian sonnet
- Materials: Lape and Lape; West, pp. 62, 90, 429, 208-211; and great sonnets of history.

Week 17	Sonnets due. Examine and criticize student and professional poetry. Continue studying poetic techniques. - Materials: Lape and Lape
Week 18	Revisions of both Haiku and Sonnets due. Discuss modern poetry and poetic devices. - Assignment: Three typed pages of any type of poetry. - Materials: West, pp. 60-61; Lape and Lape.
Week 19	Poetry due.
Week 20	Revision of poetry due.

Suggested Activities

Course Structure

It is recommended that 2 or 3 days a week be spent in lecture or discussion, and the remaining 2 or 3 days can then be spent in individual student-teacher conferences while the class is working. Original assignments or revisions are due on Mondays.

Journal

Five entries per week of varying lengths will be written in a bound notebook due every Thursday. This journal is not meant to be a superficial diary of events. It is rather an attempt to recall and order details relating to the life of the writer. Its content should be held confidential and include the personal experiences, philosophy, moods, ideas, and observations of the student. It is hoped that material from the journal can be incorporated into original assignments. To save time, the teacher can spend class time Thursdays skimming the entries.

Supplementary Reading

Each Friday a supplementary reading assignment will be due. This will consist of:

- 5 short stories or 10 poems or 2 full-length plays or
- 5 one-act plays or 1 short novel or like combinations.

The student will choose his own selections and write one paragraph on each, in the beginning brief summaries, towards the end of the course, more critical evaluations using the techniques studied in class.

CREATIVE WRITING - 8

Other Things To Do

Use films, records, tapes, filmstrips, when appropriate.

Frequently read students' work to class and allow class to criticize using objective criteria studied.

Use pre-writing activities such as free association and listing details of senses, actions, or emotions.

Play "Happiness is a __________, Misery is a __________," etc.

Stage a stunt or "Happening" and have class describe what they observed.

Use opaque projector or write opening paragraphs on board and have class criticize.

Allow individuals to use the library during work periods.

Prepare entries for the Scholastic Creative Writing Awards.

Send stories to magazines for publication. (Post rejection slips). Examine Writer's Market for publisher's desires.

Have an individual student read a story to the class and discuss.

Prepare entries for the school literary magazine or create a class publication.

Locate a published short story or poem, preferably by a student in the same school, and discuss.

Prepare a bulletin board or school showcase of student-written materials.

WORLD CULTURE

Course Description

World Culture is a study of man's quest for self-discovery in order to find his place in his moral, social, natural and economic environment. Students will read and critically evaluate a number of significant works in relation to this theme. Opportunities for individual explorations will be offered. Writing assignments are related to the reading. Writing will result from the ideas the students have discovered.

Behavioral Objectives

The student will be able to demonstrate comprehension of a particular writer's conclusions concerning a course theme as measured by teacher constructed test.

The student will be able to synthesize ideas from two or more novels, as measured by an essay in which he compares or contrasts the authors conclusions concerning a course theme.

The student will be able to demonstrate comprehension of a course theme by comparing or contrasting an author's conclusion concerning the theme with attitudes prevalent in his own culture.

Instructional Materials

Ecclesiastes
Antigone
Agammemnon
Lysistrata
Don Quixote
The Stranger
Hamlet
Tales of Genji
Bhagavad Gita
The Little Flowers
The Holy Bible
Razor's Edge
Rider's to the Sea
War of the Newts
Crime & Punishment
Cat and Mouse
The Cherry Orchard
The Doll's House
20 World Drama
Paradise Lost
The Art of Loving
Fausta

Films

"Hamlet" (4 films, L-225, L-226, L-227, L-228, IMC, 28 min. ea.)
"The Novel: What It Is, What It's About, What It Does," (L-429, IMC, 34 min.)
"The Sea: Background of Literature," (S-754, IMC, 10 min.)
"The Titan - Story of Michaelangelo" (D-24, FPL, 67 min.)
"Does It Matter What You Think?" (B-26, FPL, 15 min.)
"Leaving It to the Experts" (A-152, FPL, 8 min.)
"Impressionism" (S-437, S-438, IMC, 7 min.)

Instructional Materials (Con't.)

Recordings

"Don Quixote de la Mancha" (MMK-10, IMC)
"The Man from La Mancha"

Slides

"Futurism Art" (SL-108, IMC, 15 slides)
"Modern Paintings" (IMC, SL-54, 24 slides)

Filmstrips

"Don Quixote de la Mancha" (MMK-10, IMC, Kit, 2 tapes, 2 filmstrips, 2 brochures, scripts)
"Modernism" (IMC)
"Let's Look at a Painting" (IMC)
"Raphael" (IMC)
"Realism" (IMC)
"Daumier and His Prints (IMC)
"Romanticism" (IMC)
"Cezanne" (IMC)
"Greek Art and Artists" (IMC)

Introduction

The course of study is designed to present literature of the world, stressing man's contemplation of himself, man's contemplation of his physical environment, man's contemplation of his social environment, man's contemplation of the Spiritual World, and man's contemplation of Aesthetics. The first week of orientation to the course may include:

- Discussion of the meaning of "theme"
  - Determine the main character
  - Determine his conflict and its resolution
  - Lift the conflict and resolution out of context and apply it to a universal truth rather than a specific situation.
- Discussion revolving around the suggested themes, producing those elements which are included in each.

Introduction (Con't.)

- Suggestions of basic questions for the study of man's contemplation in the five areas to be used as a guide for the semester's work in world literature. Suggested answers may be found throughout the semester in the work studied. Such questions as the following may be included:

  - Is there an afterlife?
  - What is man's purpose?
  - Why do the innocent suffer?
  - What is the best way to live?
  - Who decides what a man will be, society or himself?

- Discussion about the repetition of themes as seen in literature of and about all areas of the world.

Unit I Theme: Man's Contemplation of Himself

Suggested Works

Ecclesiastes	The Stranger
Antigone	Hamlet
Agammemnon	Tales of Genji
Lysistrata	Razor's Edge
Don Quixote	

Suggested Activities

- Select at least two of the works mentioned above for reading and discussions.

- Discuss man's basic questions about himself, and the suggested answers as found in the studied works.

- Discuss the imminent elements of personal existence: birth, maturation, survival, death.

- Role play parts of the Greek plays suggested, or role play parts of Shakespeare's plays suggested.

- Panel discussion on the comparison or contrast of the solution of the conflict in both works studied.

- Play and discuss the records, "Don Quixote de la Mancha" or "Man from la Mancha".

- Show the four "Hamlet" films.

Unit I Suggested Activities (Con't.)

- Present dramatic interpretations of scenes from any of the chosen works which would reveal man's contemplation of himself.

- Show the movie and discuss, "The Novel: What It Is, What It's About, What It Does."

- Composition topics:
    - Reveal the workings of how the inner man in The Stranger is lead by accidental events to murder.
    - Is Antigone a sympathetic character? Prove that she is or is not.
    - In the prologue of the First Part of Don Quixote Cervantes wrote that his aim was "on demolishing the ill-founded fabric of those books of chivalry." In the prologue to the Second Part, Cervantes advised, "in it I give you a Don Quixote of far greater outline." That is, he becomes a symbol of nobility, love, and justice. Prove that this is true, showing the changes in the character.
    - The Razor's Edge gives us man's pursuit of meaning in life through mysticism. Develop the pursuit and its outcome as seen in the work.

- Show filmstrip "Don Quixote de la Mancha" (IMC) including tapes and scripts.

- Discuss in class the idea of man's personal choice and what he must realize about consequence as related to works studied, and the contemporary world.

Unit II Theme: Man's Contemplation of His Natural Environment

Suggested Works

Riders to the Sea

Suggested Activities

- Discuss man's basic questions about his natural environment, and the suggested answers as found in the studied works.

- Panel discussion on the comparison or contrast of the solution of the conflict, pertaining to the theme of this six weeks unit in works studied.

- Show "The Sea: Background of Literature" (IMC)

Unit II Suggested Activities (Con't.)

- Suggested Composition Topics:
  - The sea and the jungle (or other chosen natural settings) reveal moral beauty such as darkness of heart, innocence, loneliness, etc. Prove this relationship of nature in a comparison or contrast to man.
  - Sea or jungle often provide the background or cause for human action. Using one of the suggested works, prove that this is true.
  - Alone, man is incapable of conquering his physical environment. It is necessary to have cooperative efforts to do this. Prove the truth of this statement as seen in chosen works.

- Role play scenes from Riders to the Sea.

- Have the students bring in poems written about nature to read to the class, revealing different interpretations of man's relationship to nature. ("Man and Nature," Byron, "The Lamb" and "The Tiber," Blake, "The Cloud," Shelley, "The Darkling Thrush," Hardy, "On the Move," Thom Gunn, "The Balcony," Lorca, "The Shell," Stephens, "The World is too Much With Us," Wordsworth, etc.)

- Discuss the concept of man's existence in various physical environments. Discuss the aspect of environment determining actions and choices of men or actions and choices of men determining aspects of environment.

- Bring in reproductions or prints of art works which reveal man in his various relationships with nature and discuss the apparent attitudes observable.
  - Landscapes - Cezanne
  - "The Shipwreck" - Turner
  - "The Life Line," "The Gulf Stream," or "Breezing Up," Winslow Homer
  - "Water Lilies" - Monet
  - "Hunters in the Snow" - Brueghel

Unit III Theme: Man's Contemplation of His Social Environment

Suggested Works

War of the Newts
Crime and Punishment
No Exit
Cat and Mouse
The Cherry Orchard
The Doll's House
20 World Drama

Unit III (Con't.)

Suggested Activities

- Select at least two of the works mentioned above for reading and discussion.
- Discuss man's basic questions about his social environment, and the suggested answers as found in the studied works.
- Discuss man's role in his social environment, and the effects of his social environment determining that role.
- Have students bring in various current poems, essays, and short stories revealing man's contemplation of his social environment to be read and discussed with the class.
- Discuss the idea that written work which protests is or is not inherently ugly and does or does not produce bitter, depressing literature.
- Bring in reproductions or prints of art works which reveal social protest and discuss how and why the artists have cried out against injustice, corruption, and the ravages of war:
  - "The execution of the Citizens of Madrid on the Third of May, 1808"--Goya
  - "The Legislative Body - Daumier
  - "The Potato Eaters" - van Gogh
  - "Zapatistas" - Orozco
  - "Riot" - Kollwitz
  - "The Morning After the Blitz" - Moore
  - Paintings - Dali
- Panel discussion on the comparison or contrast of men attempting to resolve the conflict in a particular social environment.
- Have students present interpretive readings of men contemplating their social environment as seen in poetry or scenes from plays which might relate to the present theme.
  - "The Song of the Shirt" - Hood
  - "Hamlet" - Shakespeare
  - "The Unknown Citizen" - Auden

Unit III (Con't.)

- Composition Topics
    - The contemporary scientific scene is constantly changing. Write a composition which speculates on one recent development's future.
    - Write a composition on the effects of society on the main character, Ka War of the Newts, or a minor character in Crime and Punishment in determining his personal action or lack of action.
    - In reference to The Stranger and Crime and Punishment it is shown that it is not possible to escape punishment for wrong doing. Do you agree with this thesis?
    - Does man have a responsibility to the group that comprises mankind?
    - At what point if ever, does man have to discard the moral judgments of the group for his own? Or as an alternate, what is the result of his refusal to accept the responsibility of forming moral judgments of his own?

Unit IV Theme: Man's Contemplation of the Spiritual World

Suggested Works

Paradise Lost	Fausta
The Holy Bible	Bhagavad Gita
The Art of Loving	The Little Flowers

Suggested Activities

- Selections from the above list should be chosen for reading and discussions.

- Discuss man's basic questions as related to Man's Contemplation of the Spiritual World. Discuss various suggested answers as seen in the works studied.

- Discuss the various moods and attitudes of men of various selections toward the spiritual world. What moods and attitudes seem not to be represented?

- Discuss the various impressions of the personality of a superior being suggested in the different works.

- Discuss man's relationship to a superior being or a spiritual world. What is his role in relationship to that being or that world.

Unit IV Suggested Works (Con't.)

- In regard to the selections from The Holy Bible, have the students bring in and present to the class various versions of selected passages, Bible narratives placed into drama, or Biblical short stories.

- Discuss and present prints or art reproductions which portray religious attitudes:

  - Michelangelo
  - Giotto
  - Fra Filippo Lippi
  - Dali ("Crucifixion," "Sacrament of the Last Supper")
  - da Vinci
  - El Greco
  - Rubens
  - Bellini

  The teacher may wish to have the students vocalize their opinions, or wirte them. Panel discussions of the prints may also be useful.

- Discuss which of the selected works illustrate the mystical qualities. Which provide the practical approach to the spiritual world? Why do they differ?

- How do the Indian or Hindu concepts of the spiritual world differ from the Hebrew, Greek or Christian concepts? Panel discussions or individual reports may be used here if desired.

- Discuss the spiritual world in terms of those selections which are pessimistic or optimistic. Why is the difference evident?

- Show movie and discuss, "Major Religions of the World."

Unit V Theme: Man's Contemplation of Aesthetics

Suggested Works

Poetics, Aristotle

From Alissa's Journal, Gide

Short stories, Kafka

A Portrait of the Artist as a Young Man, Joyce

Poems from "Chamber Music", Joyce

Odes ("The Art of Poetry", "The Immortality of Verse"), Horace

Poetry ("Beauty", "Mist and Rain", "The Swan", "Robed in a Silken Robe"), Baudelaire

Poetry ("The Sky is Up Above the Roof", "Clair de Lune", from "Sagesse", "Art Poetique"), Verlaine

Suggested Activities

- Select works from the above list for reading and discussions. The teachers may have to use mimeographed copies in order to provide copies for all students.
- Discuss man's basic questions as relating to the world of aesthetics. Discuss various suggested answers as seen in the works studied under the theme of Man's Contemplation of Aesthetics. In relation to this, discuss the concept that beauty and ugliness often exist in the same work of art or literature.
- In this unit it is imperative that the teacher guide the students to realize that there are still existing standards which are criteria for the beautiful. Poetics and may be used for discussion of these principles.
- Show movie and discuss, "Titan - The Story of Michaelangelo."
- Discuss the traditional idea that beauty is representative of the world vs. the more contemporary idea that beauty is the expression of the inner mind's interpretation of the world. Various traditional art reprints may be used to show the representative traditional viewpoint and various modern art reprints may be used to show the interpretive viewpoint.
- Show and discuss the filmstrips "Modernism" and "Let's Look at Painting" to reveal the traditional and interpretive viewpoints.

Unit V Suggested Activities (Con't.)

- Show and discuss any of the following filmstrips from the IMC as related to aesthetics:
  - . "Rapheal"
  - . "Realism"
  - . "Daumier and His Prints"
  - . "Romanticism"
  - . "Cezanne"
  - . "Greek Art and Artists"
- Show and discuss the film, "Impressionism"
- Show and discuss the 15 slides from IMC "Futurism Art"
- Show and discuss the 24 slides from IMC "Modern Paintings"
- Joyce derives a theory of beauty from St. Thomas Aquinas: "Three things are needed for beauty, wholeness, harmony, and radiance." Discuss how this is revealed in Portrait of the Artist as a Young Man. How does this apply to art? To Literature? Have the students present panels--how this concept applies to works they have seen, or how it does not apply.
- Discuss the trials and conflicts of the artist with his world using Portrait of the Artist as a Young Man as a basis. Discuss the sacrifices demanded by Art.
- Divide the class into panels to discuss the works read in the light of Man's Contemplation of Aesthetics.

EARLY ENGLISH WRITERS

Course Description

Selected outstanding British writers, from 1000 A.D. to 1800 A.D., will be studied in order to trace the development of man's concept of himself and his world.

Behavioral Objectives

Reading

The student will be able to understand the development of man's concept of himself and his world by reading all or portions of selections from outstanding early British writers as measured by discussion, compositions, and teacher-constructed tests.

The student will be able to recognize formal elements such as plot, rhyme scheme, and speaker-audience relationships, as measured by teacher-constructed tests which require the identification and labeling of these elements.

Writing

The student will be able to demonstrate comprehension of persona by reading and discussing such works as Gulliver's Travels as measured by use of a consistent point of view in his writing.

The student will be able to analyze a word, image, or concept from a novel and express himself with organized thoughts and well constructed sentences as measured by group grading and analyzing student compositions and pertinent teacher comments.

Listening

The student will improve his auditory comprehension by listening to recorded plays, songs, poems, and lectures as measured by written analysis, discussion, and teacher constructed tests emphasizing the necessity of good notetaking.

Instructional Materials

Pooley, England in Literature (anthology)
Hodges, Shakespeare and the Players (supplementary)
Medieval Myths (supplementary)
Contemporary Essays (supplementary)
Swift, Gulliver's Travels
Shakespeare, Macbeth

Instructional Materials (Con't.)

Audio-Visual

Film, "William Shakespeare," (FPL, C-70, 23 min.)
Film, "William Shakespeare," (IMC, L613)
Films, "Hamlet," (IMC, L225, L226, L227, L228)
Record, "Poetry of Keats"
Record, "Poetry of Wordsworth"
Record, "Poetry of Shelley"
Record, "Hamlet"
Record, "Macbeth"

Semester Outline

Unit I Theme: Awareness of tradition and conventions

Man is depicted as an ideal or a stereotyped being in a fixed universe.

Beowulf (England in Literature, or Medieval Myths) Medieval ballads (England in Literature) selections from Morte D'Arthur (England in Literature)

Suggested Activity

- Give students 15 minutes to write their description of a hero and to suggest a contemporary example. Collect and list a common list of heroic qualities on the board. Compare Beowulf with the students' hero stereotype.

Unit II Theme: Development of Social Awareness

Man is depicted as a three-dimensional being in a slowly changing social scale.

Prologue to Canterbury Tales (England in Literature)

Suggested Activities

- Have students prepare a sheet of data for each major character in the Prologue, listing facts about the character in the left hand column and conclusions which can be drawn from these facts in the right hand column. These data sheets can be used as the basis for a paragraph on one aspect of one character. (i.e. appearance of the prioress) stressing the need for facts to support conclusions and for logical conclusions.

Unit II Suggested Activities (Con't.)

- Have students write a character sketch on any person giving only facts so that the reader must draw the conclusions. When completed, give back the hero descriptions written in the last unit and ask students to contrast the methods of character revelation and the dimensions of character development.

Unit III Theme: Development of Self Awareness

Man is depicted in the process of coming to terms with his own faults and limitations.

- Macbeth or Hamlet
- Shakespeare and the Players
- Contemporary Essays
    "The World of Hamlet" Maynard Mack
    "The Life of Our Design," Alan Downer
    "People" E.M. Forster

Suggested Activities

- Make use of rudimentary props and act out the more dramatic scenes.
- At the end of Act I, cite evidence to illustrate (1) Lady Macbeth's view of Macbeth, (2) Duncan's view of Macbeth, (3) Macbeth's view of himself.
- Contrast Hamlet's two soliloquies, "O that this too solid flesh..." and "O what a rogue and peasant slave am I." To whom are his comments directed? Look carefully at the meaning of each adjective.

Unit IV Theme: Development of Objectivity and Discrimination

The necessity for objectivity and discrimination in man's perception of himself in relation to the society in which he lives is depicted in the simple and foolish persona of Gulliver.

Gulliver's Travels

Suggested Activities

- Students should focus on Gulliver and the changes that take place in him throughout the four books. Write a description of Gulliver's attitude toward (a) the Houyhnhnm (b) the Yahoos, (c) his family and friends, and (d) Swift's attitude toward Gulliver as seen through the foregoing descriptions. Ask students if they would rather be a Houyhnhnm, a Yahoo, or Gulliver, or English society at the end of the book, and why.

EARLY ENGLISH WRITERS - 4

Unit V Theme: Development of Intellectual Awareness

The individual's perception of metaphysical realities is seen through the poetry of the Romantics. Romantic poets, especially Wordsworth, Shelley, and Keats (England in Literature)

Complete Poetry of Wordsworth

Suggested Activities

- Write a thorough explanation of one figure of speech in one significant poem studied in class.

- Additional Readings for Students (Individual Basis:)

  - Marchette Chute, Innovent Wayfaring
  - William Golding, Spire
  - Sir Walter Scott, Ivanhoe
  - Anya Seton, Katherine
  - Robert Stevenson, Black Arrow
  - Oliver Goldsmith
  - Daniel Defoe
  - Henry Fielding
  - Samuel Richardson
  - Jane Austen
  - Charlotte and Emily Bronte
  - George Eliot
  - W. M. Thackeray

MODERN BRITISH REALISM

Course Description

Students will read works by 19th century British authors, focusing especially on examples of Naturalism, Psychological Realism, and Social Realism.

Behavioral Objectives

The student will investigate the basic concepts of Naturalism, Psychological Realism, and Social Realism by reading and discussing selected works by 19th and 20th century British authors as measured by student compositions and teacher-constructed tests.

The student will display his ability to organize and communicate his thoughts and construct well structured sentences as measured by group grading and analysis and by teacher evaluation and comment.

Instructional Materials

Pooley, England in Literature
Four English Novels (Conrad, Secret Sharer)
Golding, Lord of the Flies
James Joyce, Portrait of the Artist as a Young Man
W. S. Maugham, Of Human Bondage
Hardy, Mayor of Casterbridge
Paton, Cry the Beloved Country
Koestler, Darkness at Noon

Additional Titles to be Considered for Classroom Sets:

Alan Sillitoe, The Loneliness of the Long Distance Runner
J. R. R. Tolkien, The Hobbit
John Osborne, Luther
Ford Madox Ford, The Good Soldier

Semester Outline

Unit I Theme: Naturalism

Hardy, Mayor of Casterbridge
Hardy, "The Three Strangers" (England in Literature, 1965 ed.)
Hardy, poetry (England in Literature)
Maugham, Of Human Bondage

Suggested Activities

Have students write a explanation of the quotation "Character is Fate" (ch. 17, Mayor of Casterbridge) by reasoning. Then give two examples from the novel to illustrate the explanation.

Unit II Theme: Social Realism

Cry, the Beloved Country, Paton
Koestler, Darkness at Noon
Golding, Lord of the Flies
A. Bennett, "The Silent Brothers," (England in Literature, 1957
Maugham, "The Outstation" " "
"The Man who Was," Kipling " "
Wells, "Country of the Blind," " "
Fry, "The Boy with a Cart," " "
Shaw, Devil's Disciple
Shaw, Pygmalion
Shaw, Candida
T. S. Eliot, "The Hollow Men" "The Waste Land"
poetry of W. H. Auden
poetry of Robert Graves
poetry of Kipling
poetry of Wilfred Owen

Suggested Activities

After reading Pygmalion, have students role play the various points of view concerning morality and wealth: Mr. Doolittle, Higgins, Lisa, and the implied values of the middle class. Present speeches from these points of view as if for a convention or lecture series.

Unit III Theme: Psychological Realism

Conrad, Secret Sharer
Joyce, Portrait of the Artist as a Young Man
Short stories in the anthology ("20th Century Short Stories")

Suggested Activities

Assign students to write for 10 minutes (at home) as fast as they can--everything that comes into their mind (not to be collected by teacher.) When they come to class, ask students to answer the following questions: (1) how many things did you mention which you have never done? (2) how many things which you never would do? (3) how many things you would like to do? (4) What percentage of correlation would you estimate that this picture of yourself bears to the picture your acquaintances have of you? Compare answers of the class and discuss--what is the "real" you? Follow by reading Joyce or Conrad.

MODERN BRITISH REALISM - 3

Additional Modern British Works, for Individual Student Reading:

Nadine Gordimer (short stories)
Ronald Dahl, (short stories)
Elizabeth Bowen, (short stories)
John Braine, *Room at the Top*
Iris Murdoch, *The Sandcastle*, *The Bell*
Kingsley Amis, *Lucky Jim*
Sylvia Ashton-Warner, *Spinster*
Kipling, *Kim*

Angus Wilson, *Anglo-Saxon Attitudes*
Henry Treece, collected Poems and *Golden Strangers*
John Wyndham, *The Midwitch Cuckoos*
William Golding, *The Inheritors*
Janet Frame, *Faces in the Water*
C. P. Snow, *The Search*
Mary Renault, *The Last of the Wine, Promise of Love*
C. S. Lewis, *Screwtape Letters*

Bryher, *Beowulf* and others
Stevenson, *Dr. Jekyl and Mr. Hyde*
Aldous Huxley, *Point Counter Point*
Joyce Cary, *The Horse's Mouth*
Ford Madox Ford, *The Good Soldier*
H. G. Wells, *Time Machine*, *War of the Worlds*, *Food of the Gods*
John Galsworthy, *The Forsyte Saga*

(Drama)
Oscar Wilde, *The Importance of Being Earnest*
James Barrie, *The Admirable Crichton*
John Galsworthy, *The Silver Box*
T. S. Eliot, *The Cocktail Party*
W. S. Maugham, *The Circle*
Noel Coward, *Blithe Spirit*, *Private Lives*
Cristopher Fry, *The Lady's Not for Burning*
Peter Ustinov, *The Love of Four Colonels*
John Osborne, *Luther*, *The Entertainer*
Harold Pinter, *The Caretaker*, *The Dumbwaiter*

John Synge, *Playboy of the Western World*
Sean O'Casey, *The Plough & the Stars*
Brendan Behan, *The Hostage*

MYTHOLOGY IN LITERATURE

Course Description

The classical myths of ancient Greece will be the foundation for study of basic structural form of myths from all cultures and of selected novels and plays, and for the study of literature which employs mythological references.

Behavioral Objectives

The student will be able to display his understanding of classical stories of mythology and their basic form as used by poets, novelists and playwrights through teacher-prepared tests, group activities, and teacher evaluation of student compositions.

Printed material:

The student will be able to display understanding of classical stories of mythology as measured by teacher and student prepared tests.

The student will gain insight into the structure of myths from all cultures through teacher prepared presentation of Part I from Joseph Campbell's book The Hero with a Thousand Faces.

The student will gain awareness of the influence of superstition on today's society through such materials as the essay "That New Black Magic" from TIME, Sept. 27, 1968.

The student will come to realize how our culture's present myths are created and/or reinforced by our pop artists through such materials as David Morses's essay, "Plastic People".

The student will become aware of the universality of mythological form through written analysis of any novel selected by individual students and through study of a play.

Written work:

The student will be able to display an understanding of the character and situation of some of the Olympian deities through such writing activities as a letter to Zeus from an Olympian protesting a situation such as Prometheus' punishment.

The student will apply an understanding of the relationship between classical Greek thinking and today's world by writing an original poem in which one of the Olympian deities looks at the problems of today's world.

Behavioral Objectives

Written work: (Con't.)

The student will demonstrate his understanding of Campbell's analysis of mythological form through specific essay questions directed at specific myths.

The student will demonstrate his understanding of Campbell's analysis of mythological form through an essay in which he analyzes a novel of his own choosing from the point of how the author has used basic myth form in structuring his plot.

(optional)
The student will illustrate his understanding and interest in mythology and ancient culture through an individual study project in which the student analyzes myths from some other cultural background - e.g. Polynesian, African, Aztec, Inca, et. al.

Oral:

The student will demonstrate his appreciation for one of the myths by developing the story through group work into a radio play using school tape recorders and phonographs.

The student will display understanding of the myths through specific group projects which allow students to teach and test the class on individual myths.

Materials

Books

Hamilton, Mythology
Bulfinch, Mythology (teacher's discretion)
Campbell, The Hero with a Thousand Faces (Meridian Books, M22 $2.95) (teacher reference only - 1 copy per teacher)
Shaw, Caesar and Cleopatra
Bolt, A Man for All Seasons
Shakespeare, Romeo and Juliet
Laurents, Bernstein, Sondheim, West Side Story
"That New Black Magic" TIME, September 27, 1968
"Plastic People", David Morse, MEDIA AND METHODS Dec. 1969, pp. 42-4, 52

MYTHOLOGY IN LITERATURE - 3

Materials

Films, Filmstrips and Slides (IMC)

"Mycenae, City of Agamemnon" TO 3997
"Stonehenge" TO 3921
"Ancient Greek Theatre of Epidaucos" FS 2384
"Epic of Man-Great Age of Warriors - Homeric Greece" FS 0552
"Epic of Man-Palace of Minos" FS 0550
"Ancient Greece" MP 0111
"Ancient Rome" MP 0134
"Buried Cities" MP 5324
"Excavated Homes of the People of Pompeii-Herculaneum" IFB
"Typical Scenes - Activities in Rome during the Reign of Emperor Trajan" EBF
"Oedipus Rex" 4 part lesson MP 5432, 5433, 5434, 5435
"Spirit of Rome" MP 5511
"The Ancient Peruvian" MP 5913
"Aeneid" FS 2591
"Daedalus and Icarus" FS 0423
"Electra" FS 2374
"The Golden Apples of the Hesperides" FS 0744
"Jason and the Golden Fleece" FS 1054
"Minerva and Arachne" FS 1313
"Oedipus the King" FS 2594
"Orpheus and Eurydice" FS 1437
"Pagasus and Bellerophon" FS 1508
"Story of Samson and Delilah" FS 1886
"Ulysses" FS 2045
"Ulysses in the Cave of the Cyclops" FS 2046
"Antigone" KT 0024
"Legends in Music" KT 0322
"Mediterranean Mythology-Classical Literature" PC 0386, PC 1149
"Medea" RD 0269

FPL

"Search for Ulysses" (retraces journey of Ulysses) C-194
"Aged Land" (Greece) C-103
"Anansi the Spider"

Materials

Music

Some musical compositions using classical mythological references:
List compiled by William Byrd, conductor, Flint Symphony Orchestra

Bach, J.S.	"Phoebus and Pan"
Berlioz, Hector	"The Trojans"
Gluck, C.W.	"Orpheus" "Alceste" "Iphigenia in Aulis" "Iphigenia in Tauris"
Handel, G.F.	"Acis and Galatea" "Alceste"
Kay, Ulysses*	"Phoebus Arrives"
Milhaud, Darius	"Death of Orpheus" "L'Abadon D'Ariadne"
Monteverdi, Claudio	"Orfeo"
Offenbach, Jacques	"Orpheus in the Underworld"
Orff, Carl	"Trionfo di Afrodite" "Orpheus" "Klage der Ariadne" "Oedipus der Tyrann" "Antigone"
Purcell, Henry	"Dido and Aeneas"
Ravel, Maurice	"Daphnis and Chloe"
Straus, Richard	"Ariadne auf Naxos" "Daphne" "Electra"
Stravinsky, Igor	"Oedipus Rex" "Persephone"

*living black American composer

Special arrangements through Mrs. Marguerite Randall: "Black Orpheus"

Course Structure

The teacher may rearrange material for his own purposes.

Unit I (Weeks 1-5)

Introduce students to basic course purposes.

Begin work in Hamilton's book. Cover Parts I, II

Suggested Activities

Give short testing activities on each reading assignment.
Suggest a "Who Am I?" test on the 12 Olympians.
Break class into groups to teach various myths to the class. Testing activities should be student-oriented. Creative expression should be encouraged - cross-word puzzles, word games, Jeopardy, It's What You Don't Say, Password.

Have students recreate a given myth in form of a radio play. Other students may wish to represent the myth in some other media. Encourage this. Comic books or illustrated children's books can produce beautiful results.

Writing assignment involving student identification with one of the Olympian deities. Suggest a letter to Zeus protesting the punishment of Prometheus.

Use audio visual materials as often as is possible to add depth to class work.

Unit II (Weeks 6-10)

Cover Hamilton Parts III, IV, & V

Use film "Search for Ulysses"

Have student report on archeological findings at Troy and Carthage.

Use 4-film series on Oedipus Rex.

Have students begin a list of words in current usage based on mythological figures (E.G. Olympian task, Titanic effort, Hermetically sealed).

Ask students to write original poem from point of view of an Olympian deity - displaying awareness of original purpose of this world from Greek point of view, commenting on the state of today's society.

Use more group activities.

Unit II (Con't.)

Show influence of myth on literature. Compare Pyramus and Thisbe with "Romeo and Juliet" or with "West Side Story" or with both.

Select poems which use mythological references. Analyze poems primarily from point of view of how use of myths has added meaning the author could not have otherwise accomplished.

Unit III (Weeks 11-15)

Study "That New Black Magic". Are myth and supersitition the same thing? How are they different? Are we as affected by myth today as we are by superstition? Why are people superstitious? Can man live without superstition?

Study "Plastic People". What are some of the other myths according to which our society currently functions. How are pop artists making us aware of them?

Present a précis of Campbell's book. Be sure to stress the idea of the hero's being called out of his everyday life to another kind of world where his adventure must take place; the idea of guardians who will prevent the hero's entering the world of adventure; the idea of tests and trials to be passed; the return to this world again with supernatural aid. Read examples from Campbell of stories of other cultures which show this same basic structure. Stress the concept of a monomyth--basically the same thing happens in all myths of all peoples.

Test student understanding of these concepts. Analyze the film "Anansi the Spider". Ask specific questions in writing about a myth already studied (eg. Jason or Hercules). Ask students to compose an original myth of their own in which they display their understanding of basic myth form. Specify that their story should explain some aspect of today's world. Try to avoid fairy tales.

224 - 229

MYTHOLOGY IN LITERATURE - 7

Unit IV (Weeks 16-20)

Finish Hamilton

As you continue to study constantly ask for analysis of stories based on Campbell.

Further apply this myth form to other aspects of literary effort. Most adventure and science fiction stories use this structure. Have students choose any novel they wish (that has the hero go to a different world) and write an essay analyzing its structure from the view of Campbell's analysis.

Study a play such as Shaw's "Caesar and Cleopatra" or Bolt's "A Man for All Seasons" to see how the structure is basically that of myth.

SUSCEPTIBLE SCIENTISTS

To be sure, modern life is already rife with ancient superstitions that will probably never go out of style. But the new phenomenon is the upsurge in new superstitions--the faith in flying saucers, the theory that H-bomb tests caused rain and that the test ban has since caused droughts. Even scientists are highly susceptible to superstitious beliefs. One California physicist who flies to Washington once a month eases his fear of a crash by carrying a special amulet: a copy of TIME, a magazine he otherwise dislikes.

Nothing so demonstrates modern man's need for myth as the superstitions created by "rational" technology itself. Hardly anyone is more superstitious these days than the supposedly no-nonsense men who fly huge jetliners at multimile altitudes. Aviators frequently cross unused seat belts prior to takeoff, or spit on a wheel after their preflight inspection--thus indulging the old belief that saliva is an offering of the spirit to the gods. Some auto racers don't like peanuts or women in their pits. In keeping with the belief that new machines cause sterility, U.S. servicemen blithely took sexual advantage of British girl radar operators in World War II. A similar male myth has it that airline hostesses are incapable of conception because their cross-country flights confuse their menstrual cycles. (Not so.)

Computer technology is bewitched with superstition. For one thing, today's young cyberneticists tend to anthropomorphize their tools. Tom Allison, 25, a Coca-Cola executive in Atlanta, is convinced that his computer is feminine. "She keeps cutting me off at the most inopportune times," he complains. A programmer in Los Angeles will not feed blue cards into his computer--he feels she deserves pink. Seymour Greenfield, a research manager for the military DRC-44 computer program at Dynamics Research Corp. near Boston, complicates the matter further. "I hired everyone building the computer by the zodic signs under which they were born," he says. As a Leo, he has prejudices. "I hired two Cancer men and they both ended up with ulcers."

Apollo Flight Director Gene Kranz disclaims any superstition, yet regularly dons a white vest during launches, a red vest during long flights, and a flashy gold-brocaded vest immediately after a safe splashdown. At California's Hughes Aircraft Co., any unmanned space probe, like Surveyor, is accompanied in the control room by more crossed fingers, arms and legs than a contortionists' convention. Most space scientists believe in Murphy's Law: "If something can go wrong, it will go wrong, and at the worst possible time." Is there really a Professor Murphy? Answers one California Scientist: "Sure, just like there's a Santa Claus."

MYSTICAL RENAISSANCE

All sorts of old superstitions have re-emerged in a new era, sometimes in new guises. One Chicago dealer in magical objects reports that "crystal balls are selling like popcorn" for as much as $23 apiece. New York's TBS Computer Centers Corp. now cranks out 20-page personal horoscopes for a mere $15, the electronic brain taking only a minute to compute a life history that flesh-and-blood astrologers need a week to prepare. Necromancy, the art of communication with the dead, has undergone a rebirth, abetted by California's Episcopal Bishop James Pike, who engaged in a seance at which he claims to have talked with his suicide son.

A mystical renaissance is evident everywhere, from television to department stores. This year three TV series will deal with witches and ghosts. The movie Rosemary's Baby is both demonological and box-office. Miniskirted suburban matrons cast the I Ching or shuffle tarot cards before setting dates for dinner parties. Hippies, with their drug-sensitized yen for magic, are perhaps the prime movers behind the phenomenon. Not only do they sport beads and amulets that have supposed magical powers; they also believe firmly and frighteningly in witchcraft. Some of the hippie mysticism is a calculated put-on--as when Abbie Hoffman and his crew attempted to levitate the Pentagon last October--but much of the new concern with the arcane is a genuine attempt to find enrichment for arid lives.

The danger of overindulgence in superstition is that it breeds a kind of shortcut thinking. Already, TV commercials verge on magic: How does a deodorant differ from a love potion? Already, the incantations of New Left and New Right extremists echo the irrational chants of sinister shamans. No one has ever been hurt by tossing salt over his left shoulder; many have felt a vibration of personal peace by crying "Om!" The trouble is that superstitions, like Occam's razor cut both ways. Before Western man gets any more mystical, perhaps he should distinguish between superstitions that destroy tranquility and those that enhance it. If he succeeds, the rest of the world will not have to keep its fingers crossed.

232-240

MYTHOLOGY IN LITERATURE - 15

THE HERO WITH A THOUSAND FACES

Joseph Campbell

PART I

The Adventure of the Hero

Chapter I: Departure

1. The Call to Adventure
2. Refusal of the Call
3. Supernatural Aid
4. The Crossing of the First Threshold
5. The Belly of the Whale

Chapter II: Initiation

1. The Road of Trials
2. The Meeting with the Goddess
3. Woman as the Temptress
4. Atonement with the Father
5. Apotheosis
6. The Ultimate Boon

Chapter III:Return

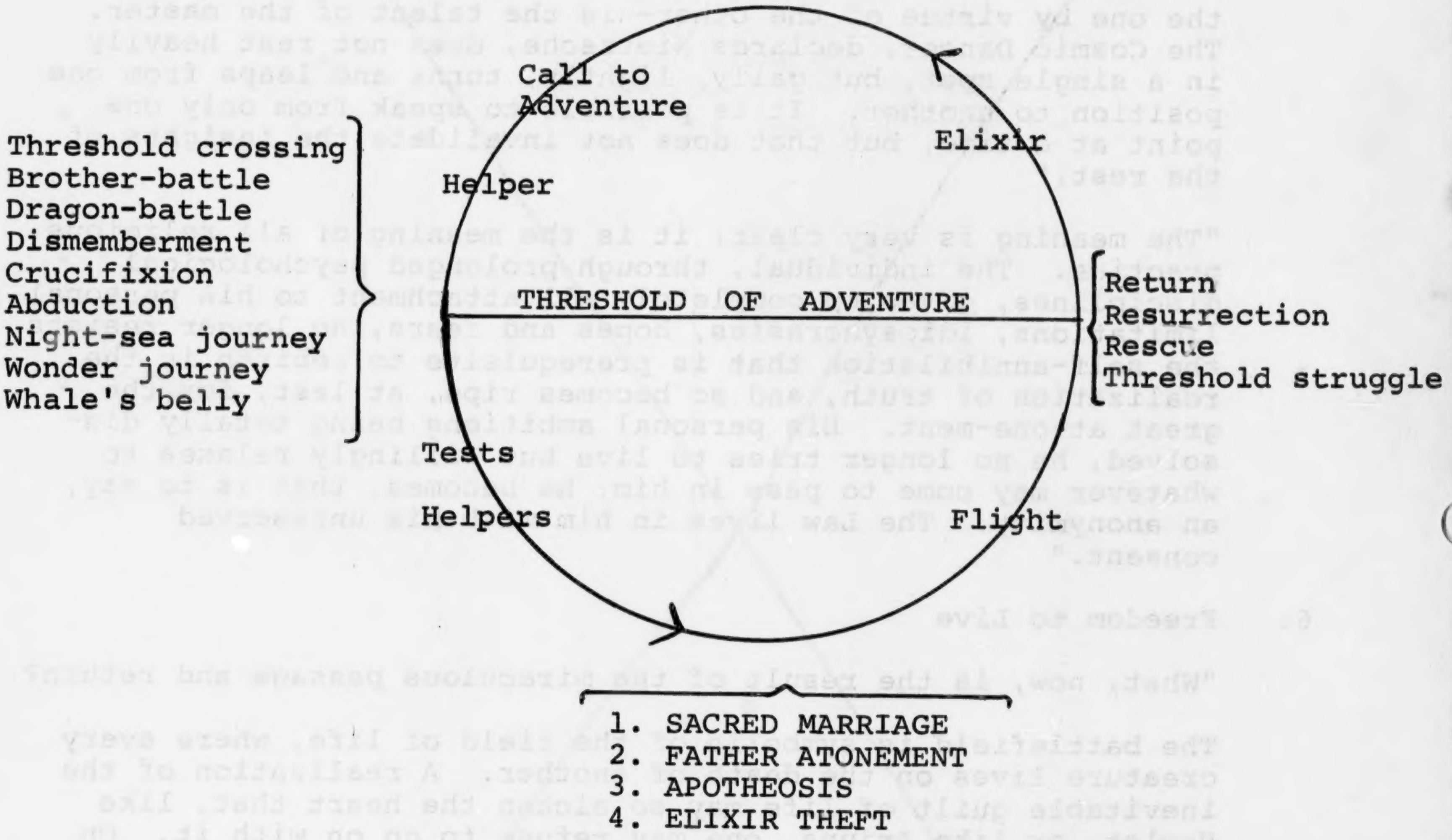
1. Refusal of the Return
2. The Magic Flight
3. Rescue from Without
4. The Crossing of the Return Threshold
5. Master of the Two Worlds
6. Freedom to Live

MYTHOLOGY IN LITERATURE - 24

THE HERO WITH A THOUSAND FACES - 10

Chapter IV: The Keys

The adventure can be summarized in the following diagram;


Call to Adventure
Elixir
Threshold crossing
Brother-battle
Dragon-battle
Dismemberment
Crucifixion
Abduction
Night-sea journey
Wonder journey
Whale's belly
Helper
THRESHOLD OF ADVENTURE
Return
Resurrection
Rescue
Threshold struggle
Tests
Helpers
Flight
1. SACRED MARRIAGE
2. FATHER ATONEMENT
3. APOTHEOSIS
4. ELIXIR THEFT

The mythological hero, setting forth from his commonday hut or castle, is lured, carried away, or else voluntarily proceeds, to the threshold of adventure. There he encounters a shadow presence that guards the passage. The hero may defeat or conciliate this power and go alive into the kingdom of the dark (brother-battle, dragon-battle; offering, charm), or be slain by the opponent and descend in death (dismemberment, crucifixion). Beyond the threshold, then, the hero journeys through a world of unfamiliar yet strangely intimate forces, some of which severely threaten him (tests), some of which give magical aid (helpers). When he arrives at the nadir of the mythological round, he undergoes a supreme ordeal and gains his reward. The triumph may be represented as the hero's sexual union with the goddess-mother of the world

MYTHOLOGY IN LITERATURE - 25

THE HERO WITH A THOUSAND FACES - 11

Chapter IV: The Keys (Con't.)

(sacred marriage), his recognition by the father-creator (father atonement), his own divinization (apotheosis), or again -- if the powers have remained unfriendly to him -- his theft of the boon he came to gain (bride-theft, fire-theft); intrinsically it is an expansion of consciousness and therewith of being (illumination, transfiguration, freedom). The final work is that of the return. If the powers have blesses the hero, he now sets forth under their protection (emissary); if not, he flees and is pursued (transformation flight, obstacle flight). At the return threshold the transcendental powers must remain behind; the hero re-emerges from the kingdom of dread (return, resurrection). The boon that he brings restores the world (elixir).

ADVANCED COMPOSITION

Course Description

This course provides an opportunity to explore rhetorical devices available to improve formal writing. The course requires eight to ten expository papers a semester.

Behavioral Objectives

The student will be able to identify errors in reasoning by writing compositions where the main points are solidly supported by facts.

The student will be able to illustrate through writing and analyzing compositions his knowledge of standard skills such as punctuation, spelling, and sentence structure.

The student will be able to apply a pattern of organization to compositions as measured by writing themes that go from general to specific examples, and specific to general examples.

The student will be able to examine and utilize different kinds of exposition, such as definition, classification, comparison-contrast, and argument, by writing and analyzing themes using these forms.

Instructional Materials

Books, Teacher Reference only

Altick, Preface to Critical Reading, Holt
Beales and Hoopes, Search for Perspective, Holt
Brooks and Warren, Fundamentals of Good Writing, Harcourt
Brooks and Warren, Modern Rhetoric (shorter edition), Harcourt
Connolly, A Rhetoric Case Book
Corbin and Smith, Guide to Modern English 12, Harcourt
Ginn, Unit Lessons in Composition A,B,C
Struck and White, Elements of Style

Classroom sets

Harpers
Atlantic
Hackett & Baker, Reading and Writing (There are twenty copies available. Short--800-1200 word reading assignments with questions and exercises on reading and grammar.)

Classroom Management

Since the "product" of the work will be formal written composition, the class working as a committee of the whole can identify, discuss, and record specifications for acceptable copy. (Use the department style sheet as a basis for developing their own specs.)

Divide the class into smaller units of three or four people who can function as the need dictates

- to go over final drafts of papers before they are handed in
- to conduct brainstorming sessions on topics under discussion as an aid to initiating individual writing
- to help identify errors in reasoning
- to serve as a sounding board to test audience reactions
- to arrange for publicity (display papers, record reading of papers on tapes, reproduce enough copies for a classroom set)

Work out a schedule of how best to utilize classroom time.

- presentation of new material and discussion (three days?)
- small group meetings (one day? parts of two class hours?)
- Writing and correcting in class (one day?)

Build in practical writer-audience responsibility

- exchange papers with other classes; acquire a set of standards by means of which it is possible to assess the writing of other students
- plan toward the eventual collection (and publication) of a permanent collection of examples of superior writing samples

Work toward the development of a pamphlet written by the class to include discussion of problems in student writing. (To serve as a possible reference-source book for future classes.)

Suggestions for course content: Using a collection of essays (whether from classroom sets of magazines such as Atlantic or Harpers or other available current material) concentrate on class discussion with subject matter content. The common fund of information which is then developed can serve as a source for writing assignments. The concern for the significance of his ideas should require that the student discover rhetorical forms that enhance and emphasize his meaning.

ADVANCED COMPOSITION - 3

Suggested areas of emphases

- Different kinds of exposition
  (Brooks and Warren)
  - definition
  - classification
  - illustration
  - comparison-contrast
  - explanation
  - persuasion
  - argument
  - analysis
- Problems in evidence
  (Altick p. 150)

  Clear thinking
  - introducing emotion in place of evidence
  - attacking a person instead of a principle
  - introducing irrelevant or unproved evidence
  - oversimplification
  - suppressing evidence
  - distorting evidence

  Authority
  - for facts
  - for opinions
- Diction
  (Altick p. 53)
  - Tone
  - Talking the language of the audience

SCIENCE FICTION

Course Description

This course is designed for both the beginning and the advanced reader of science fiction. It includes in depth study of some novels and an opportunity to read many others (from a classroom library.) The course includes a study of the history of science fiction, science fiction as social criticism, and the science fiction novel as a model for problem solving.

Behavioral Objectives

Reading

The student will demonstrate recognition of the formal structural elements of the novel as measured by teacher test and by an essay in which he identifies the author's use of plot, characterization, theme in order to achieve an identified purpose.

The student will demonstrate ability to comprehend above the literal level. He will identify the extended meanings of the text as measured by teacher constructed test and by an essay in which he discusses the meaning of a symbol (such as the slugs in The Puppet Masters.)

The student will exhibit positive attitudes toward the independent reading of science fiction as measured by the number, range, and variety of books read from the classroom collection of novels.

The student will develop an acquaintance with the range of science fiction as a literary field as measured by a bibliography he constructs and by the letters written to publishers, editors of publications, authors and other sf fans.

Writing

The student will be able to write a theme dealing with the intent of the author in constructing his special "world of the book" so that the class members agree with his explanation.

The student will develop a responsible attitude toward the written presentation in regard to details of editing, audience reaction, coherence and completeness as measured by his ability to grade another student's paper.

Listening

The student will demonstrate auditory comprehension as measured by his written summary of a taped reading of a short story.

Behavioral Objectives (Con't.)

Speaking

The student will display comprehension of content and awareness of audience reaction as measured by a presentation to the class which deals with the comparison of two or more sf novels. (preferably this talk to be taped or on video for class viewing and evaluation.)

Materials

Classroom sets now available

Mutant
Daybreak (2250 A.D.) - Norton
Flowers for Algernon - Keyes
Out of the Deeps - Wyndham
The Space Merchants - Frederick Pohl
The Puppet Masters - Heinlein

If possible, a collection of other titles to be kept in the classroom. Howard DeVore in Dearborn sells second hand sf at a better price than one can get elsewhere. Students can contribute a small amount of money and that can be used to purchase a classroom collection. At the end of the semester each student gets the books his money financed.

Suggestions for Units

Unit I Theme: The world of the book

- The take over - many science fiction books deal with an attack which destroys most of the people of the world, leaving only a small group or a single individual.

  Titles - Out of the Deeps
  The Puppet Masters

  Topics for discussion:

  . Is there a relationship between the nature of the attack and mankind's conscious/unconscious fears?
  . Is the concept of such widespread destruction necessarily pessimistic? What positive values might be involved?

- The post atomic world - Such books as Mutant, Daybreak

  Many books picture a new civilization building up after nearly total destruction.

Suggestions for Units (Con't.)

Unit I

Topics for discussion:

- What cultural patterns persist?
- How does the new group benefit from the lessons of history?
- What new cultural designs are developed?

Unit II Theme: Social criticism

- The Space Merchants is the best title in the group to begin to look at this problem. However, there are many novels that deal with problems in overpopulation, ecology, changing forms of government, new patterns in culture.

Unit III Theme: Experiments with changes in anatomy: mechanical extensions of physical functions

- Flowers for Algernon is available as a classroom set. This book is a useful introduction to reading about the relationship of man and machine. Some books deal with the extension of man's functions in cooperation with the machine, others with the basic conflict between man and machine. (Many include problems with the computer or the robot.)

Unit IV Theme: Individual projects

- Some students may want to read every available book by a given author; a report on continuing themes that appear in such a series are worthwhile. Other students may want to read various authors who deal with a single theme.

Suggested Activities

- Provide the group some experience in reading satire: Gulliver's Travels - short selections from Book III which is much concerned with satire on science. Short stories by Kafka (such as "The Country Doctor" and "The Penal Colony" for Kafka's use of the externalized symbol).

- Make bulletin board displays of selected books accompanied by very short reviews done by advanced readers of sf.

Suggested Activities (Con't.)

- Provide bulletin board space for some students to display their own specialized collections. (Students often are interested in old comic books or some specialized series such as Doc Savage or Conan.)

- To develop a rapid acquaintance with a number of titles, have everyone in the class read the first three chapters of a different sf novel. Summarize all the data on the world of the book, predict the focus of the novel and report orally to the class.

- Arrange for a small committee of students to visit a class in ethics. Ask them to provide brief accounts of different sf novels with emphasis on five decision making situations. Ask the members of the ethics class to identify the moral, ethical, or value system which is inherent in the novels.

- Arrange for three sf students to visit a Phase I or II class and to put on an extended oral discussion of one sf novel. This activity enhances the techniques available for talking about books.

- Encourage students to develop specialized bibliographies of sf books that deal with particular problems (galactic travel, telepathy, telekenisis, teleportation, philosophy of history, speculations on the nature of man, overpopulation, ecology, New Wave titles, etc.).

- Several science fiction writers live in Michigan. Perhaps one of them would be willing to come to speak to students.

- Writing:
  - Develop from class discussion a set of standards to be applied to student papers.
  - Provide an opportunity for the class to test and refine this list by asking them to write short paragraphs which the whole group evaluates.
  - After there has been some training in the use of the criteria, use small groups to evaluate all student papers. Divide into groups of four. Each person reads all four papers and the group decides on a grade. Each person writes an extended critique of one paper. The instructor evaluates the critique.

- The movie about Ray Bradbury is usually interesting to all classes. It includes an account of his development of a story and dramatized episodes from that story.

  Title: The Story of a Writer 25 min. B/W C-151

SURVEY OF DRAMA

Course Description

An opportunity for students to read, discuss, and learn to recognize good drama. Outstanding plays of various countries and time periods will be studied to learn the development of drama.

Behavioral Objectives

The student will be able to display a knowledge of the historical development of drama as measured by a teacher constructed test.

The student will be able to demonstrate his understanding of the demands a play makes upon a character by role playing a part in a scene as assigned by the teacher.

The student will be able to display his understanding of the theater as a means of social expression as measured by writing a 3-5 page paper on any time period the teacher assigns.

Materials

Faust Part I
Five Plays (Shakespeare)
Four Plays (Ibsen)
Great Scenes from the World of Theater
Julius Caesar
Misanthrope and Other Plays (Maliere)
School for Scandal
World Drama
World Drama Vol. II
Oedipus Plays of Sophocles

Unit I Theme: Ancient Plays

Materials

World Drama -- Vol. I
Oedipus Plays of Sophocles
Movies on Oedipus (See IMC catalogue)

Suggested Procedure

- Select plays to be read by class from following list:
  - Oedipus plays ("Oedipus," "Oedipus at Colonies," "Antigone")
  - "The Clouds"
  - Plays based on Mythology: "Prometheus Bound," "Media," "Alecestis"
  - "The Chalk Circle"

SURVEY OF DRAMA - 2

Unit I Con't.

Suggested Activities

- Show filmstrips on Myths as background
- Show films on Oedipus
- Students read other plays in addition to class requirements. Group or panel discussion of play read.
- Write reports on topics related to ancient drama: How the play fulfills the characteristics of tragedy.
- Construct a replica of the ancient theater.
- Act out scenes from various plays using masks and costumes.

Unit II Theme: Miracle and Morality Plays

Materials

World Drama, Vol. I

Suggested Procedure

- Choose plays to be read by class from following list:
  - "The Second Shepherd's Play"
  - "Everyman"
  - "The Wise and Foolish Virgins"

Suggested Activities

- Play recording "Everyman". (F.P.L.)
- Write a report showing qualities common to Morality Plays and the theater of the Absurd.
- Watch play, if any are scheduled, on TV that resembles or have qualities of Morality or Miracle plays.
- Written reports on related topics; for example, demands of audience on playwright, demands of playwright on the audience; social structure of times; religious influences reflected through the plays; etc.

Unit III Theme: The Elizabethan Plays

Materials

Plays of Shakespeare
Faust
School for Scandal
World Drama, Vol. I

Suggested Procedure

- Choose plays to be read from following list:
  - Shakespeare's plays
  - Faust
  - Everyman in His Humour
  - She Stoops to Conquer
  - A School for Scandal

Suggested Activities

- Watch Hamlet films (IMC)
- Show films on Shakespeare (F.P.L. & IMC)
- Show filmstrips on Shakespeare's London and Various plays (English Dept.)
- Construct an Elizabethan theater.
- Prepare a display or bulletin board that depicts outstanding scenes and/or characters from Elizabethan drama.
- Write a paper on related topic; for example, analyze one of the plays to show it was designed to meet the demands of the various classes of people that made the audience.
- Listen to recordings (English Dept., IMC, F.P.L.)

Unit IV Theme: Neo-Classical Plays

Materials

World Drama, Vol. II
Misanthrope and Other Plays (Maliere)

Suggested Procedure

- Choose plays for class to read from following list:
  - "The Cid"
  - "Berenice"
  - Moliere's Plays

Unit IV Con't.

Suggested Activities

- Write papers or reports portraying the relationships between classical and neo-classical drama or between Elizabethan and Neo-classical drama.
- Through sketches show the evolution and change in the physical aspects of staging plays from Ancient to Neo-classical times.

Unit V Theme: Romantic Plays

Materials

World Drama, Vol. II
Four Plays (Ibsen)

Suggested Procedure

- Choose plays for class to read from following list:
  - Ibsen's Plays
  - "William Tell" Schiller
  - "Egmont" Goether
  - "The Deme-Monde" Dumas
  - "Hernavi" Hugo

Suggested Activities

- Write papers or reports which deal with the social trends reflected through the plays.
- Compare/contrast social movements of time period with a modern social movement.
- Listen to recording of a musical that emerged during this period. (for example -- My Fair Lady)

Unit VI Theme: Experimental Plays of 20th Century

Materials

"Best Plays of 1940" or Student purchase of book that teacher chooses from following list:

Death of A Salesman
The Crucible
Man For All Seasons

Suggested Procedure

- Choose plays for class to read.

Suggested Activities

- Watch modern play that might be on TV.
- Attend a modern play being presented locally.
- Resource persons to present details about play productions.
- Write paper comparing modern drama techniques with ancient drama techniques.
- Reports on types of drama: Melodrama, comedy, pure tragedy, etc.

BEHAVIORAL OBJECTIVES

SERIES V

Objectives for Series V

Reading and Writing

The student will be able to synthesize course-related concepts and books read independently as measured by a longer composition in which he draws parallels between the two.

Listening

The student will be able to evaluate seminar presentations as measured by his ability to utilize a given set of criteria in making specific reactions to each student's presentation.

Speaking

The student will be able to synthesize ideas collected from his reading and formulate a thesis as measured by a lengthy presentation to a seminar.

SEMINAR IN RESEARCH

Course Description

In this course the student will write a formal research paper using a source book which is a collection of primary source materials on a given subject.

Behavioral Objectives

Reading

The student will display ability to read primary source material so that he can distinguish between fact and opinion, identify and discount bias, and recognize relationships that obtain between facets of the same story.

Since the entire class uses the same source materials, and since the class will work on evaluation of the final papers, the group judgment of the papers plus the instructor's judgment operate as the test for measuring success in this area.

Writing

The student will display ability to organize a coherent account of this thesis, to support his thesis with sufficient evidence. His paper will demonstrate that he understands academic procedure in regard to using footnotes and bibliography to give credit for his use of sources. At the same time his paper will prove that he understands that one may not copy from a source without using quotes. Other members of the class, in having access to the same material, can check on such copying.

Speaking

The student will be able to defend his thesis orally as measured by a presentation to the class including an opportunity for other class members to question him.

Listening

Students will display a responsible attitude toward the rules of evidence as measured by written or oral questions they ask the individual who makes the oral defense of his thesis.

SEMINAR IN RESEARCH - 2

Course Description

- Source books

  Provide each member or the class access to the same body of primary materials. The emphasis can therefore be on close reading, techniques for formulating valid hypotheses, and examination of what constitutes sufficient evidence. Two short papers and one long paper will be written.

- Processes of evaluation

  All written work will be graded by members of the class working in small groups. This is part of the responsibility of each member of the group; all will participate in the development of a set of criterion to be used in the evaluation. A series of training experiences will prepare them to apply the specifications to judge the writing done by the class.

- Classroom management

  Probably the teacher should assign specific individuals to groups on the basis of reading tests and writing samples. The membership of each group should be balanced to include students with varying degrees of skill in writing.

  There should be a schedule for the meeting of the small groups; perhaps general discussion and presentation of new material three days a week and the small groups in a laboratory situation two days a week.

Instructional Materials

Anderson, Albert T., Focus on Rebellion (SRA #23-10422)
Huntress, Keith, ed., Murder of an American Prophet (SRA #23-10172)
Record, Wilson, ed., Little Rock, U.S.A. (SRA #23-10142)
Mark Twain's Picture of His America Doubleday, N. F., ed.
Warriner's Twelfth Grade Complete Course

SEMINAR IN RESEARCH - 3

Course Organization

Unit I Theme: Getting to know the material in the source books

- Class discussion and taking notes. (note taking needs to be taught: it is not jotting down words or copying sentences as "reminders" but the reader's proof to himself that he has grasped the content of the text. He must re-express data in his own words in order to present this proof.)

- Training group to evaluate expository writing.

  - Propose the question, "What is good exposition?" If it can be measured, why can't the students be trained to apply the criterion which measure it?
  - The class will be responsible to grade all papers; If the grades are to be fair, all must use the same set of standards.
  - Their problem: work out a set of standards.

Suggested Activities

- Class read several sets of student papers from last year's classes.

- Compare a variety of professional writing samples.

- Have available a number of grammar books they can use as reference.

- Teacher, acting as a resource person, can help to direct and limit the list of specifications. For example:

  - Mechanics - complete sentences
    spelling
    transitions
  - Organization - topic sentences
    unity and coherence
  - Content - formula for specificity
    (count generalizations,
    count details presented in support)
  - Identify gross errors in logic

NOTE: It may be possible that the class will have ideas about the clarity and effectiveness of writing which do not follow the academic pattern. Prefer the presentations and the ideas of the class to those in any traditional text. Their own ideas will work better for them.

Unit I (Con't.)

- Writing assignments: During the weeks of studying the source books for the first time, there could be a number of short (one paragraph to one page) writing assignments:

  . reconstruct several paragraphs from the notes taken on the text

  . select a single generalization; support it with new evidence; deny it and offer evidence for the negation.

  . practice paragraphs involving a variety of expository skills (all based on the content of the source book which is being studied).

Unit II Theme: Staking your claim

This phase of the work requires that the student begin to consider the problem of identifying a thesis within the framework of the material offered in the source book. By the end of this section each student should have developed the hypothesis which will serve as the matrix of his long research paper.

- Problem:

  Define "hypothesis," what is the function of the hypothesis in the research paper? How does it control the direction of the research?

  Since the group has studied the material of the source book at this point there could be suggested a considerable number of "guesses" that might serve as possible hypothesis to be investigated.

- Writing assignments: Write two papers (about 500 words)

  These papers may deal with some phase of the subject which the student plans to use later in his long paper. In that case, they are really preparatory studies for the long paper. They may represent the student's effort to test out an hypothesis which he is considering for the long paper. Substantially, they act as the first serious training for the final paper and should contain footnotes and include bibliography.

- Evaluation:

  Working with these two papers provides the small groups a chance to find out if their specifications for measuring good exposition really work.

  The grade awarded each paper should be the consensus of the group; it should be accompanied by a written comment including suggestions to the writer.

SEMINAR IN RESEARCH - 5

Unit III Theme: The Oral Defense of the Thesis

- Problem: To present to the class the hypothesis and marshall evidence to support it.

- Writing assignments: Hand in during the course of his unit

  . trial bibliography
  . sample pages including footnotes
  . the introduction to the final paper

- Evaluation:

  . The group as a whole constitute an informed audience who should be able to recognize the speaker's errors in fact or in the use of evidence. They should point out such problems so they can be corrected in the final written version of the paper.
  . The small groups can correct the bibliography and footnote forms handed in from time to time.

Unit IV Theme: Written presentation of the final paper

- Problem:

  The final writing should emphasize formal diction and polishing of sentence patterns since the data had all been assembled in the third phase for the oral presentation.

  Plan a schedule so that three or four pages of the final paper are handed in to the evaluation groups for consideration so that they may be re-written and revised. This also allows a review of the forms of bibliography and footnotes.

- Evaluation:

  The final paper should be presented at least two weeks before the end of the semester to provide the small groups enough time to do careful evaluation of this paper which is the major work of the semester.

NOTETAKING AND RESEARCH

Course Description

This course is designed to develop skills in listening and in notetaking. Practical and effective help in research and writing of the research paper will be given.

Behavioral Objectives

Student will be able to display listening skills as measured by SRA Reading Lab. IVA unit on "Listening Skill Builders", teacher judgment, and teacher prepared tests.

Student will be able to display notetaking techniques as measured by SRA Reading Lab. IVA unit on "Listening Notetaking Skill Builders" and teacher judgment.

Student will demonstrate application of research skills as measured by peer judgment and teacher evaluation of a research paper.

Instructional Materials

SRA Reading Lab. IVA

Dictionary

Thesarus

What Everyone Should Know About Writing Reports

Khan, Term Paper, Step by Step

Mark Twain's Picture of His America (selected source materials for college research papers)

Duffy, A Controlled Research Project - American place names

Moore, The Research Paper

Warriner's, English Grammar and Composition-complete course

NOTETAKING AND RESEARCH - 2

Achievement Level

Student should have mastered basic reading and writing skills. He should be capable of self-motivation and a certain amount of independent work.

Suggested Course Outline

Week 1

Instruct in techniques of outlining and notetaking.

Weeks 2-3 (paper 3-5 pages)

Teacher provide class set of magazines from which students select an article to read and outline or take notes.

Relying entirely upon notes or outline, transcribe in composition form. Then compare composition with magazine article. Evaluate.

Repeat process, with student selecting a different article each time, until students show proficiency in notetaking and transcription.

Instruction in preparing working bibliography cards given.

Weeks 4-5 (paper 3-5 pages)

Provide students with poetry, short stories, essays by one author (Langston Hughes, for example). Take class to library to secure biographical data about author -- (or provide through teacher lecture or student report).

Teacher provide the theme the paper will be based upon so that students will take notes on that theme.

After reading and notetaking, write paper with crediting to sources within the body of the paper.

Instruct students in preparation of title page, pagination of paper, etc.

NOTETAKING AND RESEARCH - 3

Weeks 6-10

Students read Kinfolk and The Good Earth. Work out outline with students and supervise notetaking.

Finished paper with footnoting, bibliography, etc. collected in time to check prior to end of mid-semester marking period. (Paper-- 6-10 pages in length).

Weeks 11-15

Student selects an author whose work he would enjoy reading. Going to library, he prepares working bibliography and checks out materials to do preliminary reading. Purpose for paper and working outline prepared. Notes taken with teacher checking and supervising. Entire process through rough draft done in class - then student prepares final copy outside of class. (12-15 pages in length).

Weeks 16-20

Repeat research process as outlined in weeks 11-15 with student selecting either an author or a topic within the field of humanities. (This paper should be 15-20 pages in length.)

NOTETAKING AND RESEARCH - 4

PRE-TEST

1. Name three characteristics of a good listener.
2. Indicate that you know the standard outline form by writing a sample which has a major division; 3 subdivisions, and two sub-subdivisions.
3. In taking dictation, one writes down every word that is said. Contrast notetaking with taking dictation.
4. List three situations where one could profitably use his ability to take effective notes.
5. What information is in the upper right-hand corner of a note card? The upper left-hand corner?
6. List the information, in proper order, that one places on a working bibliography card.
7. Give the order of the information one includes in a footnote for a book.
8. Give the order of the information one includes in a footnote for a magazine article that has an author.
9. Write the order of information for a book entry in a bibliography.
10. Write the order of information for a magazine entry in a bibliography.
11. Explain these common abbreviations used in research papers:
    - ibid
    - loc. cit
    - op. cit
    - pp.
    - i.e.

NOTETAKING AND RESEARCH - 5

POST-TEST

1. Name three attributes of a good listener.
2. Write a sample of the standard outline form which has two major divisions, two subdivisions, and three sub-subdivisions.
3. How does notetaking differ from taking dictation? How does notetaking differ from outlining?
4. Name three situations where one might need to take notes.
5. Explain where outlining might be most useful.
6. Starting with the working bibliography, list the eight steps in the preparation and writing of a research paper.
7. Write a sample footnote for a book and for a magazine article.
8. Write a sample bibliography entry for a book and a magazine article.
9. Explain the following abbreviations often used in research:
   - ibid
   - loc. cit.
   - op. cit.
   - pp.
   - i.e.
   - ed.
   - illus.
   - n.d.
   - vol.
10. Write out the following items:

A. Depression in Russia? il U S News 59: 42-5 S 13 ' 65

B. Glazer, Nathan

Peoples of America. Nation 201:137-41 S20 '65

GREAT IDEAS

Course Description

This course serves as an introduction through literature to some of the ideas that have challenged the world. Students will read and critically evaluate books that have contributed to man's thoughts on governing himself, and his thoughts on correcting his weaknesses through creation of utopias.

Behavioral Objectives

The student will be acquainted with ethical and philosophical values and be helped to see their problems in relationship to their environment through selected essays, short stories, poems, and novels as measured by class and small group discussion, individual research and reporting, compositions, and teacher-constructed tests.

The student will learn to view literature as a source of rich, personal development through understanding himself and others by extensive reading and discussion.

The student will be able to recognize the author's theme, tone, and point-of-view by reading critically, writing appraisals of the ideas and literary quality of the work, and teacher-constructed tests.

Suggested Works

1st 8 verses of Leveticus
Ten Commandments
Politics
Manifesto
Republic

The Prince
Essays - Thoreau and Emerson
Utopia
Apes in Essence
Pitcairn Island

Typee
Green Mansions
Autobiography of Brook Farm
Looking Backward
Walden II, Skinner
Man and Superman

New Atlantis
City of the Sun
Oceana
A Modern Utopia
News from Nowhere

Erehwon
Erehwon Revisited
Martian Chronicles
Letters to the King of Cypress
The Courtier

Sentinel Stars
Make Room, Make Room
Beyond This Horizon
Revolt in 2100
Methuselah's Children
Invisible Man - Ellison

GREAT IDEAS - 2

Suggested Course Outline

Unit I Theme: Introduction (Week 1)

This semester will be divided into two sections of study: Man's Attempt to Govern Himself and Man's Attempt to Establish Utopia. During this introductory week, panel discussions or class discussions may be held to air views on various student ideas on established patterns of governments, social mores and rules. Since utopianism is usually a reaction to social needs, and is a vision of social perfection, these discussions may serve as pivot points to stimulate creative thinking which will reveal the frustrations and weaknesses of man's methods, and produce the crystallization of thoughts on why the needs and desires for utopias have developed.

Possible areas of focus

- What weaknesses are evident in man's governing of himself?
- What frustrations result? What weaknesses are evident?
- What suggested remedies are given throughout creation of Utopias?

Unit II Theme: Man's Attempt to Govern Himself (Weeks 2-10)

Suggested Works

1st 8 verses of Leveticus	Six Plays by Molière
Ten Commandments	Aristotle
Manifesto	Marx - Engels
Republic	Plato
The Prince	Machiavelli
Essays	Thoreau and Emerson
Letters to the King of Cypress	Aquinas
The Courtier	Castiglioni

Suggested Activities - Panels or small group presentations are recommended.

- Select works from the above list for reading and discussion. The teacher may use half the class hour for discussion and half for reading if necessary.
- Discuss the various types of governments represented in the works, pointing out the various methods by which they work.
- Discuss Machievelli's objective: Politics must be successful no matter what the means. In political matters necessity overrules ethics, and, consequently, moral standards in public life must be different from those assumed to exist in private life.

Suggested Activities (Con't.)

- Discuss the essays of Emerson and Thoreau in the light of the concept that "the State is not superior to the citizen."
- Discuss Emerson's idea that "the less government we have, the better - the fewer laws, and the less confided power."
- Discuss the Manifesto's concept that the proletariat could free society from all exploitation, oppression, class distinctions and class struggles.
- Discuss the question: To what extent does the state have control over its citizens? Use Plato's Republic as a basis.
- Discuss how the community of man may open up the mind and spirit to give meaning to human life at the highest level of its potential under various types of governmental ideas?
- Discuss how the community of man can provide a more abundant life for all without crippling losses of individual liberties under the various governmental policies.
- Have the students lead the class in discussions (panels, small groups), in pointing out influential factors from the works studied which are evident in current types of governments.

Unit III Theme: Interim (Week 11)

This week may be spent in discussion directed toward bringing out the failures, weaknesses, and frustrations resulting from the methods of governing men as seen in the first half of the semester's readings. The students may bring in for discussion purposes evidence which reveals current discontents and reactions against governmental systems as profected through newspapers, magazines, television or radio reporting. Reasons for these discontents may be explored, expanding into the general ideas of causes, needs, and desires for utopian societies. These discussions will lead directly into the second part of the semester in which the class will examine several different types of the better or perfect world as seen through writings projecting prescriptions for setting up such worlds.

GREAT IDEAS - 4

Unit IV   Theme: Man's Attempt to Establish Utopia   (Weeks 12-20)

Suggested Works

Utopia	More
Apes in Essence	Huxley
Pitcairn Island	Nordhoff and Hall
Typee	Melville
Green Mansions	Hudson
Autobiography of Brook Farm	Edited
Looking Backward	Bellamy
Walden II	Skinner
Man and Superman	Shaw
New Atlantis	Bacon
City of the Sun	Campanella
Erehwon	Butler
Erehwon Revisited	Butler
News from Nowhere	Morris
Martian Chronicles	Bradbury
Sentinel Stars	Charbonneau
Make Room, Make Room	Harrison
Beyond This Horizon	Heinlein
Revolt in 2100	Heinlein
Methuselah's Children	Heinlein

Suggested Activities

- Select works from the above list for reading and discussion. Again the teacher may wish to use part of the period for reading, and part for discussion.

- Show the movie "The Hutteritis" and discuss the projected ideal society as seen in this movie. Did it fail? Was it successful? Why or why not?

- Have students bring in the following excerpts for examples of other ideal societies and the concepts on which they are based:

  - . Book 3, Gulliver's Travels
  - . "Bonanza", Atlas Shrugged, Rand

- After studying various works, have students project their own ideas on their ideal societies. How would they deal with Aristotelean, Platonic, Marxist, Machiavellian, or Emersonian forms of government? What forms of utopias would they devise to remedy the weaknesses or failures in these governments?

- Role play scenes from "Man and Superman."

Suggested Activities (Con't.)

- Discuss the individual vs. group in founding an utopian society. Panel discussions would be useful here.

- Have students bring in for presentation of information facts or stories dealing with attempted American utopian communities. How were they founded? How were they set up? How and why did they fail?

- Have small group meetings to devise their own utopian ideas in terms of setting up their own utopian communities in the here and the now. Panel discussions may follow for airing views of pro and con toward the different ideas presented.

- Show and discuss "The Challenge of Ideas."

- Have students discuss the science fiction approach to founding utopias. Use the Heinlein stories as a basis. They may also reflect their own television or movie experiences in discussing this aspect.

GREAT BOOKS

Course Description

One of the most rewarding experiences in literature is the reading and understanding of the great books which man has handed down from generation to generation. These books have played a part in and influenced man's life for countless years.

This course is structured to bring the students in intimate contact with a representation of the world's great literary works. The students will begin by examing Homer's The Odyssey and proceed through history reading selected books.

Also, the students will work individually around a theme concerning themselves with a specific area of thought within great literature.

Student Ability

The student selecting this course should have both advanced reading and writing ability as the course work is quite demanding. The students will be expected to read at least fifteen books and write thirteen papers in a twenty week period.

Behavioral Objectives

Students will be able to display comprehension of the world's great authors measured by reading The Odyssey, Crime and Punishment, The Stranger and other great books, by student discussion, by teacher judgment, and student developed themes.

Students will be able to display a value for great books as measured by thematic report, small group discussion and teacher evaluation.

Students will be able to critically analyze and evaluate great books as measured by student discussion, teacher made tests, student prepared themes, and teacher observation.

Students will be able to demonstrate application of the world's great literature evolving from a literary theme as measured by teacher-student discussions, student prepared themes, and teacher observation and evaluation.

Materials

Homer, The Odyssey -- in class
Dost, Crime and Punishment -- in class
Camus, The Stranger -- in class

GREAT BOOKS - 2

Selected Reading List -- for correlating class work and for individual projects.

Aristopholes, The Birds
Aristotle, Philosophy of Aristotle
" Reading About Major Religions of the World
Baldwin, Go Tell It On the Mountain
Bellau, Henderson the Rain King
Cervantes, Don Quixote
Churchill, Blood, Sweat, and Tears
Dickens, Tale of Two Cities
Fitzgerald, The Great Gatsby
Golding, Lord of the Flies
Hamilton, The Greek Way
" Mythology
Hemingway, The Sun Also Rises
" Farewell to Arms
" Beawolf
" Song of Roland
Hitler, Mein Kampf
Hudson, Green Mansion
Jackson, Lost Weekend
James, The American
Koestler, Darkness at Noon
" Old Testament
Marlowe, Dr. Faustus
Machavelli, The Prince
Marx, Communist Manifesto
Miller, Death of a Salesman
Mitchner, The Source
" Christ and Culture
Melville, Typee
Milton, Paradise Lost
Moore, Utopia
Morris, The Naked Ape
Nordhoff, Pitcarian's Island
Pasternak, Dr. Zhivago
Plato, Dialogues - The Republic
Remarque, All Quiet on the Western Front
" Arch of Triumph
Shirer, Rise and Fall of the 3rd Reich
" American Political Tradition
Shute, On The Beach
Sophacles, Antigone
Tolstoy, War and Peace
Thoreau, Emerson, Thoreau & Emerson's Essays
Williams, Glass Menagerie

GREAT BOOKS - 3

Filmstrips

Greek and Roman Myths
Greek and Roman Myths - 5003
The Odyssey - 5013
Odyssey #2
Ulysses in Cave of Cyclops
Cultural Life in the Soviet Union
Housing and Home Life in the Soviet Union
How Strong is Russia
Economic Life in the Soviet Union
Education in the Soviet Union

Films - from Flint Public Library

Aged Land
Coral Wonderland
Cyprus is An Island
Introducing Greece
Pompeii and Vesuvius

Unit Outline for Great Books

- - PRE-TEST

UNIT I: The Odyssey Unit (4 weeks) see course guide

UNIT II: 3 week period for individual student project (see outline)

UNIT III: Crime and Punishment Unit (4 weeks) see course guide

UNIT IV: 3 weeks -- continuation of student projects begun in Unit II

UNIT V: The Stranger Unit (4 weeks) see course guide

UNIT VI: Completion of student project begun in Unit II and continued in Unit IV

Final week -- Evaluation

274

GREAT BOOKS - 4

Suggested Individual or Student Project - to be done in segments of 3 weeks, 3 weeks, 2 weeks

It is hoped that each of the three in-depth studies will cover a four week period. The remaining eight weeks, broken into a three, three, two week time period will be spent in individual reading research programs centered around specific themes related to the study of great books. Each student will submit to the instructor the area in which he chooses to work. He may pick from the following:

Drama
Outstanding Political Views
Views on War
Social Criticism
Religion

Breakdown of eight week program

UNIT II	First three weeks -- Student will spend time browsing over books within one of the related areas. He should have choice made and submitted in writing to the instructor at the end of this time period.
UNIT IV	Second three week period -- The student will spend time in intense reading within his chosen field. He should discuss material with the instructor and take notes on his reading in preparation for final evaluation.
UNIT VI	Final two week period -- The student should finish his reading, compile his notes and write his paper. The paper should be shared with and discussed by the class. This can be done the final week of the eight week project. After the class presentation and evaluation, the instructor can make the final evaluation.

Themes for Student Projects and the Correlating Reading Material

- Drama

  The Birds
  Dr. Faustus
  Glass Menagerie
  Antigone
  Death of a Salesman

GREAT BOOKS - 5

Themes for Student Projects (Con't.)

- Outstanding Political Thoughts

    The Prince
    Rise and Fall of Third Reich
    The Federalist Papers
    American Political Tradition
    Communist Manifesto
    Mein Kampf
    Darkness at Noon

- Views On War

    On the Beach
    War and Peace
    All Quiet on the Western Front
    Arch of Triumph
    Tale of Two Cities
    Blood, Sweat, and Tears
    Farewell to Arms

- Social Criticism

    Thoreau & Emerson's Essays
    Utopia
    Pitcarin Island
    Typee
    Green Mansion
    Lord of the Flies
    Dr. Zhivago

- Religion

    Old Testament
    Plato's --Dialogues and the Republic
    The Source
    Christ and Culture
    Philosophy of Aristotle
    Reading About Major Religions of the World
    The Naked Ape

These are suggested titles to be read in conjunction with the project. Since this is an individual endeavor, it is hoped the teacher will permit the student to read other applicable material.

GREAT BOOKS - 6

Unit I Theme: The Odyssey 4 weeks

An in-depth study of man's search for meaning to life.

- Text

  Homer, The Odyssey, trans. by W.H.D. Rouse

- Reference

  Hamilton, The Greek Way
  ________, Mythology
  Hymarx Outline Series, Homer's Odyssey, (Student Outlines Company, Boston, Mass., 1956)

- Films - Flint Public Library Film Department

"Aged Land"	26 min.	color	C-103
"Coral Wonderland"	30 min.	color	C-30
"Cyprus is an Island"	34 min.	b/w	D-16
"Introducing Greece"	16 min.	b/w	B-134
"Pompeii and Vesuvius"	11 min.	color	A-22

Division by weeks

Week I

Reading The Odyssey and general explanation.

- Epic structure - The Epic deals with stories of heroic deeds performed by great heroes.

  General characteristics of the Epic

  - hero--a figure of great national or international importance
  - setting--on a great scale
  - action--involves heroic deeds in battle or long arduous journey
  - epic machinery--gods and supernatural beings take interest and active part in action
  - ceremonial style--proportionate to great subject and structure--therefore epic similies
  - minor conventions--statement of theme--invocation of Muse--question and answer--action starts in media res and at a critical point--catalogues of some of main characters and epic speeches revealing their diverse temperaments.

GREAT BOOKS - 7

Week I (Con't.)

- Voyage Literature: authentic voyages; imaginary voyages; mixed type.

  General characteristics of voyage literature

  - reason for undertaking voyage
  - adventures en route
  - manner of reaching strange land
  - description of natives
  - astonishment, other feelings, e.g. fear, disgust
  - learning of a strange language
  - capital, palace described
  - visitor entertains natives, natives entertain or vex visitor
  - description of native government, customs, etc.
  - manner of leaving strange land and homeward adventures
  - readjustment to normal life.

Week II

Discussion of Classic

Week III

Research and Projects

Week IV

Presentation of projects and research to group.

Testing: Teacher makes up her own evaluative, objective test. The projects and research papers are in themselves a criterion of pupils ability to synthesize and comprehend the work.

Theme Ideas

Study Guide Questions: These can very easily be worked out from the Hymarx outline series, for example:

- Book I

  - Explain the importance of the gods dealing with man.
  - Make a page by page outline of the gods and men who figure in the Odyssey. (This is important because most of the persons mentioned in Book I come up again and again.) In the Hymarx outline series there is an entire section devoted to characters. *See detailed plan which follows.
  - List the places mentioned.

Theme Ideas

- Book I (Con't.)

  These three items are important because they serve as a placement for the rest of the book.

- Book II

  - What insight do you get into Telemachos' character?
  - Why is Penelope considered the model wife?

- Book III

  - Why is Nestor important to the thrust of the story?

- Book IV

  - Why is Menelaus a good example of Greek hospitality?
  - Is the above hospitality common to the Greeks alone or is the type exemplified as part of eastern culture?

Vocabulary development

Have the students locate the word and explain how it is used.
T = top; M = middle; B = bottom of the page.

13T	dispatch
19T	minstrel
20B	divinations diviner
23M	intolerable
25B	talons
26M	Antediluvian cojole
27M	bodgery
46M	machinations
49B	infatuation
53M	Ambrosia
145M	diffused
184M	raiment
265T	serfs

For another fine technique in vocabulary building consult "Reader's Supplement" from Gulliver's Travels p. 47-51. (Washington Square Press, Inc., 1966. Collateral Classic.)

GREAT BOOKS - 9

Allusions

There are at least twenty-five allusions by note.

21B 33T 42T - Most of the allusions are explained by note.
25B 41M 45T - The student should be able to make some
60B kind of a connection or give a reason why
an allusion is being used.

Projects

Student should be required to work out at least three, but more should be encouraged.

- Odysseus, besides being a classical hero, is an interesting person. Point out actions or incidents which show: his leadership, fairness to his men, courage, cunning, heartlessness, pride, self-control, self-conceit, other weaknesses.
- Make reports on Zeus, Athena, Hermes, Poseidon and so on.
- A large map of the Mediterranean showing classical names and places.
- Diary--write some excerps pretending you are a member of the party.
- Compose letters that could have been sent to Ithaca and other places carried by Hermes.
- Make a composite of common terms and sayings that have come from the Greeks. Ajax Cleanser, or "between Scylla and Charybodis"
- Report on the Iliad, the story of what went on before the Odyssey.
- Students should be encouraged to do library work and a research paper on any subject of their choice in relation to the Greek way of life.
- Make a collage or a montage portraying the Odyssey or the Greek way of life. The student could also compare today with yesteryear.

280

GREAT BOOKS - 10

Figures of Speech

P. 53M	"broad bosom of the sea"
B	"broad back of the sea"
32T	"The sun leapt out of the lovely bay"
22	"Dawn came showing her rosy fingers through the mist"

Melodic Elements

Alliteration: "prince of the barren brine" 12B

Kennings

Two words placed together to make one meaning.

P. 25M	quick-beating	P. 43B	river-god
33B	sea-robber	51T	crumple-horn
41B	sprinkling-meal		skew-the-dew
41B	hand-wash	54T	fish-giving

*Detailed plan for Book I

P. 11

Calypso	(daughter of Atlas)	GODS
Hyperion	(sun-god)	
Poseidon	(god of sea)	
Zeus	(Father of gods)	

Aigisthos	(enemy of Zeus)	MEN
Agamemnon	(father of Orestes)	
Orestes	(son of Agamemnon)	

Olympious	(mountain of Zeus)	PLACES
Troy		
Ithaca	(home of Odysseus)	

P. 12

Hermes-Argeiphontes	(special messenger of gods)	GODS
Athena-Pallas	(speaks for Odysseus)	
Atlas	(keeps heavens and earth apart)	
Cronides	(another name for Zeus)	
Thoosa	(mother of daughter of Poseidon)	
Cyclops-Polyphemos	(Odysseus put his eye out)	
Phoreys	(prince of barren brine)	

Ogygia	(island)	PLACES
Sparta	(Atlanta will send Odysseus' son to these	
Pyles	(two islands to inquire about him)	

Note: the rest of the pages in Book K mention one or two persons, gods, places.

GREAT BOOKS - 11

Unit III   Theme: CRIME AND PUNISHMENT   4 Weeks

An independent study of man's inability to escape from himself.

Crime and Punishment by Fedor Dostoevski   A Four Week General Plan

Selected Bibliography

Berdyaev, Nicholas. Dostoevski: An Interpretation, New York: Meridian, 1957.

Carr, Edward Hallett. Dostoevski, 1821-1881: A New Biography, New York: Macmillan, 1949.

Gide, André. Dostoevski, New York: New Directions, 1926.

Gifford, Henry. The Hero in His Time: A Theme in Russian Literature, New York: St. Martin's, 1950.

Ivanov, Vyacheslav. Freedom and Tragic Life: A Study in Dostoevski, New York: Noonday, 1952.

Krieger, Murray. The Tragic Vision, New York: Holt, Rinehart and Winston, 1960.

Larvin, Janko. Dostoevski, New York: Van Nostrand, 1947.

Magarshack, David Dostoevski, New York: Harcourt, Brace, 1963.

Mirsky, Dmitri. History of Russian Literature, New York: Knopf, 1949.

Rachmuss, Temira. F.M. Dostoevski: Dualism and Synthesis of the Human Soul, Carbondale, Ill. Southern Illinois, 1963.

Cast of Characters From Crime and Punishment   Note on Pronunciation

The students must remember to give strong stress to the syllable marked with an accent in this list, to give the vowels their "continental" value and pronounce the consonants as in English, a rough approximation to the Russian prounciation will be obtained. The consonant "kh" sounds rather like the Scottish "ch" in "loch"; the "zh" represents a sound like "s" in measure; and the final "-v" is pronounced "-f".*

* It is suggested this be put on the black board for the students to copy.

The Raskólnikov Family

Rodián Románovitch Raskólnikov,
A poverty stricken student who conceives of a theory of the superman or extraordinary man as a justification or rationalization.
Ródya, Ródenka, and Ródka - Nickname for Rodion Romanovitch Raskólnikov.

Avdótya Románovna Raskólnikov,
His devoted sister who was previously Svidragailov's employee and who is engaged to Luzhin. She arrives in St. Petersburg at about the time of Raskólnikov's crime.
Daunia - Nickname for Avdótya Románovna Raskólnikov.

Pulchéria Alexándrovna Raskólnikov,
His mother.

The Marmeladov Family

Semyon Zakhárovitch Marmeladov,
A dismissed government clerk who is alcoholic and who is the father of Sonia by a previous marriage. Presently married to Katerína Ivánovna.

Katerína Ivánovna,
Marmeladov's wife who has been previously married to an army officer by whom she had three children. Socially, she was born into a higher rank than was Marmeladov.

Sófya Semyónovna Marmeladov,
Marmeladov's daughter by a previous marriage who is compelled to enter into prostitution to support the family.
Sónia - Sofya's nickname.

Pólenka, Lyóya, Kolya - Katerína Ivánovna's children by previous marriage.

Procedure

The students bring their paperbound copies to class with them on the assigned day. The teacher reads as much as possible aloud to the class the first day, stopping for explanation and for questions when necessary.

Students should get a clear grasp of the first part of the story, locating, the time and place of the opening scene and understanding who Raskólnidov is, what he looks like, where he lives, his attitude toward people, life, himself, his peculiar habits, etc. This method gives the student a chance to get used to the style, language, and vocabulary of the work.

For the first few days the teacher may keep on taking the leading part as far as the reading aloud goes, each day asking for questions to clear up any misunderstanding on the part of the students and to make sure that all students are following the story.

The study questions may be copied from the board, the teacher may prepare ditto sheets to be passed out and done as homework, or several questions may be written on the board previously to the class period and used for discussion leads.

While the class is engaged in reading this novel, it probably is better to stick with it and not do any other kind of English work.

For variety, and according to the teacher's judgement, short compositions may be assigned for outside work, or to be written in class.

Story or Plot

Consider the proposition that fundamentally Raskólnikov progresses from adherence to theory and ignorance to self to knowledge of self rejection of theory. What important developments in his character does this formulation fail to include?

- What concepts of law are prominent in Crime and Punishment?
- What concepts of Christianity are prominent in Crime and Punishment?
- State briefly the rationale by which Raskólnikov considers himself a superior man.
- What are the laws governing a superior man?
- How might Raskólnikov answer the objection that his theory is only an attempt to justify unrestrained self-will?

Story or Plot (Con't.)

- How does Dostoevski forestall the reader's assuming that his central character is simply mad?
- What qualities of Raskólnikov does Svidrigailov lack or pervert?
- Why does Svidrigaliov commit suicide?
- How does dreams function in the novel?

Suggested Theme Topics At the End of the Unit

- What does Dostoevski gain artistically by representing Sonia as a prostitute? What biblical character did he likely have in mind?
- Choose the incidents which seems to be major crises in Raskólnikov's life and determine what each contributes to his development.
- Examine carefully the scene in which Sonia reads to Raskólnikov the story of Lazarus. How does Raskólnikov's condition resemble that of Lazarus?
- What irony and what value are there in making Sonia the principal outside agent of Raskólnikov's redemption?
- What difference would there be in the novel if the Epilogue were omitted?

Unit V Theme: The Stranger 4 Weeks

An in-depth study of man in isolation from his society.

Assign one paper a week for the four weeks the students will be covering the unit. These will be mandatory papers which must be completed in order to successfully pass the unit.

Suggested Group Projects

- Have several students follow investigation and trial much like a true to life situation. Newspaper reporters could take pro and con views on the suspect. One person could be a court clerk and record exactly what is said. There could be features, editorials, and letters to the editor concerning the people involved.

285

Suggested Group Projects (Con't.)

- After reading the investigation and court scenes, a group could write a script and act out the courtroom scene. Particular attention should be given to bring out the effect of the suspect's isolation.
- Several students could do research trying to locate other real or fictional cases where someone has been punished due to extenuating circumstances. i.e. Charles Darnay in A Tale of Two Cities.

Suggested Paper Topics and Content 1 per week

- Papers - "Alienation in or from society."

  Center paper around idea that in a socially oriented society why do some people choose to withdraw from that society.

  "Emotions -- why people react to emotional situations in the way they do."
  Center this paper around part one and the protagonists refusal to show emotions in the various emotional situations in which he found himself. Tie in should be made between character's actions and what is considered the norm.

  "Discuss Meursault's refusal or inability to defend himself in any way."
  Center paper around both interviews and the trial itself. Why, even when he knows he is being punished for his reactions at his mother's funeral, does he remain quiet?

  "Meursault, a man of contradiction"
  Concern yourself with Meursault's change of attitude concerning emotions. Why would such an emotionless man want a wildly cheering crowd at his execution?

- One paper, as a four week project, should be written. It is recommended that this paper show a parallel between the main character in The Stranger and another character which also feels himself withdrawn from society. This would also assure the teacher that the student would read a corresponding book.
- Other books which can be read in relation to the theme of isolation or alienation:

  Henderson The Rain King
  Lost Weekend
  The Great Gatsby
  The Sun Also Rises
  The American
  Go Tell It On The Mountain

PRE-TEST

1. What is an Odyssey?
2. What part does Mythology play in the history of mankind?
3. Name three books you have read that you consider great books.
4. List three characteristics of a classic that differentiate it from a non-classic.
5. What is style? Does style determine whether or not a book is well-written?
6. What are the characteristics of an epic? Name an epic.
7. Describe situations where you have seen various individual's behavior under stress.
8. How much does fate influence a person's life?

POST-TEST

1. Give specific examples of how The Odyssey fulfills the requirements of an epic.
2. List three specific instances where the protagonist of The Stranger is unable to display emotions.
3. Outline three instances where fate influences the major characters in Crime and Punishment.
4. Give the titles of five books you have read and show the characteristics of these books that denote greatness.
5. List five elements in The Odyssey that makes it fit the category of an odyssey.
6. Find stylistic differences of the three books we read for in-depth study.
7. Briefly summarize how the various books you read were related to your individual project theme.
8. The Odyssey reflects many ways the people thought the Gods influenced their lives. Name and exemplify three to five of these.

ADVANCED GRAMMAR

Course Description

This course is an introduction to the scientific study of language. It is not a review of patterns of correct usage, either written or oral.

Recent scholarship in discovering what makes language work as it does will be studied. The class will consider such questions as what is a word? is there a necessary word order in a given language? why must valid analysis of language begin with a study of sounds?

Behavioral Objectives

The student will demonstrate an ability to recognize that grammar is a system which may be discovered inductively by identifying repetitive patterns of speech as measured by teacher constructed test.

The student will recognize graphemes, phonemes, morphemes as measured by teacher constructed test.

The student will show progress in the ability to recognize the fact that the written language is a dialect of the spoken language as measured by an identification of patterns from each category.

The student will show progress in the ability to recognize the effect of semantic influences as measured by an analysis of several parallel passages on the same topic.

Instructional Materials

- Dictionary (class room set)
- Roberts Complete Course
- Pooley - England in Literature
- Teacher reference:

    Baugh - History of the English Language
    Sapir - Language
    Gleason - Introduction to Linguistics

Records

422 Dunn, C. "Changing English Language"

ADVANCED GRAMMAR - 2

- Dictionary
  - Introduce the group to as many different dictionaries as possible
  - Compare the entries in several different dictionaries to discover what kinds of information are included
  - Compare definitions
  - Specific assignments in exploring the history of words that have come into English from other languages to establish the idea of linguistic borrowing.
- Linguistics: Roberts Complete Course (chapters I - VI)
  - Since the average student responds to language as an information bearing system, he needs some experiences which will lead him to consider the formal elements of the system. Inductive discussion may be one device to get the students to begin to listen for elements of form. They already know language: the problem is to become aware of that known.
  - Sample questions:

    How do we communicate?
    What is a word?
    How can we tell where a word begins and ends?
    What is a sentence?
    Is there a necessary word order in English?
    Why must valid analysis of language begin with sounds?
    What is the relationship of oral and written English?
- History of the Language
  - England in Literature - Pooley (eight references by period)
  - Complete Course - Roberts

    P. 205 "Family Relationships among Languages"
    255 "The Spread of Indo-European"
    281 "Standard and Non-Standard English"
    362 "Purity by Prescription"
    417 "Newspeak"
    499 "The Nature of Slang"
    525 "Modern English Usage"

ADVANCED GRAMMAR - 3

Suggestions for Student Activities

Most of these rely on the student's ability to use techniques of linguistic analysis.

They could be started as soon as some information is acquired (for instance, after three chapters in Roberts).

- Study a passage from a Shakespearean play.
  Make a list of phrases that have a word order no longer used in modern English; compare to the order used today.

  Compare a series of Shakespearean verb forms with modern verb forms used in a contemporary work.
- King James Bible
  Compare word order with the word order in a newer translation of the Bible.

  Compare verb forms in a given passage with the verb forms in a newer translation.
- Chaucer
  Do a translation of specific lines of the general prologue in order to show how the language has changed.
- The language of TV commercials, outdoor advertising, signs, billboards, newspaper headlines. How do such linguistic patterns rely on signalling systems which can be so familiar that the advertiser benefits from the reader's built-in reaction.

ETHICS

Course Description

"Once there was a fiddler who played so sweetly that all who heard him had to dance. There happened by a deaf man who knew not of music, and to him, all that he saw were actions of mad men, senseless and in bad taste." -- Tales of the Hasidim, Martin Buber.

The study of ethical principles and systems should provide the student with the tools to analyze various approaches to the solutions of moral problems. What formerly appeared to the student as "senseless and in bad taste" (such as human sacrifice, ritual cannibalism, sacred cows, inquisitions, pogroms, witch burnings, religious bigamy and polygamy, etc.) may now be seen by the student as the logical extensions of an ethical system, the music of which he had never heard.

Behavioral Objectives

On a teacher constructed test the student will display his ability to understand ethical principles by:

1. identifying as morally correct, morally wrong, or morally indifferent an action performed by a believer of a specified ethical principle.
2. identifying the moral principles that would justify a specific action.
3. identifying the moral principles that would condemn a specific action as immoral.

In an essay the student will display his ability to express his understanding of ethical principles by analyzing a short story, a poem, and a novel for the moral issues and underlying ethical principles presented or ignored by the author.

In a debate or panel discussion the student will display his ability to express orally his understanding of ethical principles by defending a controversial position.

Teaching Suggestions

From the very beginning of the course, make sure that the students understand that you are NOT going to teach them your personal ethical, religious, or philosophical beliefs.

It may prove beneficial to tell your students that if the only thing you accomplish is helping them to fully understand the parable of the "deaf man who knew not of music" then the course has been a success. The object in teaching ethics is to enable a student to understand that it is not necessary to accept a belief in order to appreciate the sincerity of its believer.

One method of vividly demonstrating that contemporary ethical problems are not really contemporary is by "up-dating" the wording of an essay by an earlier philosopher so that it appears to refer to a current problem. Only after the discussion of the issues involved is concluded should you identify the philosopher or theologian and tell when, where, and why it was written. SEE EXAMPLE #1.

Not only should you strive to get your students to understand that they may be deaf to other people's music but that other people may be quite deaf to theirs. In other words, we Americans may be considered as "mad men, our actions senseless and in bad taste."

This course is ideally suited for small group discussions, panel discussions, and debates.

Novels, short stories, and poems in which attitudes toward right and wrong are expressed can be analyzed according to different philosophical viewpoints.

Current events and problems can be related to problems and events in the past and can be analyzed according to different philosophical viewpoints.

It is assumed that the teacher is familiar with the Bible and that each student is familiar with the basic tenents of his own religion. These teachings can be compared with those in the partial summary of THE PRINCIPAL IDEAS of ethical philosophers.

292

ETHICS - 3

Materials

Teacher-student reference works

- Masterpieces of World Philosophy in Summary Form, I, to 1800
  Magill
- Masterpieces of World Philosophy in Summary Form, II, from 1800
  Magill
- The Bible
- The Koran
- The Book of Mormon
- Religions of the World, Berry
- What the Great Religions Believe
- The Living Talmud, Goldin
- The Sayings of Mencius, Ware
- Ancient Egyptian Religion, Frankfort
- Jews, God and History, Dimont
- Religion without Revelation, Huxley
- Teachings of the Compassionate Buddha, Burtt
- Meditations of Marcus Aurelius--Epictetus: The Enchiridion,
  Gateway
- Dialogues of Plato
- Patterns of Culture, Benedict
- New Lives for Old, Mead
- Affluent Society, Galbraith
- Theory of Leisure Class, Veblen
- Manifesto, Das Kapital, Marx
- Essays in Philosophy, Peterson
- The Prince, Machiavelli
- Wretched of the Earth, Fanon
- Soul on Ice, Cleaver
- The Contribution of the Negro in American Culture (a bibliography)

Novels for class or individual use

- The Pearl, Steinbeck
- Grapes of Wrath, Steinbeck
- Crime and Punishment, Dostoievsky
- Brave New World, Huxley
- 1984, Orwell
- Animal Farm, Orwell
- Andersonville, Kantor
- Lillies of the Field, Barret
- Invisible Man, Ellison
- A Raisin in the Sun, Hansberry
- To Kill a Mockingbird, Lee
- Kingsblood Royal, Lewis
- Home to Harlem, McKay
- The Loved One, Waugh
- Lord of the Flies, Golden
- Farewell to Arms, Hemingway
- Razor's Edge, Maugham
- Lust for Life, Stone
- Clarence Darrow; Attorney for the Defense, Stone
- The Jungle, Sinclair

Example 1.

> "Be not afraid of them which kill the body,
> but are not able to kill the soul: but
> rather fear him which is able to destroy
> both soul and body." -- Matt. X. 28.
>
> "We must obey God rather than men." -- Acts V. 29.

You are a soldier. You have been taught to shoot, to stab, to march. You have been taught to obey all orders. It has not even entered your head to ask yourself whether what you were ordered to do was good or bad.

But suddenly an order is received that your company shall march out. You go without asking where you are being led.

You are brought to a city or a college campus and you see before you gathered in an open space a crowd. Your leader approaches the crowd and orders them to disperse. They refuse and begin to shout. You guess that they either have been or are about to riot and that you have been brought to "pacify" them. Your leaders consult each other and at last give you the order to load your rifles.

The first shot is ordered to be fired above the heads of the crowd. But the crowd does not disperse and shouts even louder; and you are then ordered to shoot in earnest, not over the heads, but straight into the middle of the crowd.

It has been instilled into you that you are not responsible for the consequences of your shots. But you know that the man who falls bleeding from your shot is killed by you and by no one else, and you know that you could have refrained from shooting and then the man would not have been killed.

What are you to do?

The above is a very slight paraphrasing of an essay by Leo Tolstoy!

Example #2

You are the President of the United States in the year 1880. While you are alone in your office a figure appears. He states that he is the all-powerful god Baal. In exchange for weekly human sacrifices of 200 persons selected at random and quarterly sacrifices of 600 persons, the god Baal promises to make the United States the richest, most powerful nation in the world. He also makes the following guarantees:

1. The people of the United States will be the healthiest, wealthiest, and the most educated in the world.

2. The average life-expectancy will be at least twenty years longer, 70 as compared to fifty.

3. The people will not be willing to give up the practice of human sacrifice if it meant returning to life being lived as it is in 1880.

4. The demands of human sacrifice will not be made until the promises have been granted.

What is your decision?

You are the President of the United States in the year 1970. While you are alone in your office a figure appears. He states that he is the all-powerful god Baal. In exchange for eliminating the weekly sacrifices of 200 persons on the highways and the 600 on holiday weekends, he guarantees that the United States will return to the way of life as it was lived in 1880. That means, of course, no electricity, no telephones, no cars, no television, etc.

What is your decision?

Can you logically say "no" to both?

295

The Question of Ends and Means

There is no universal agreement among philosophers, theologians, and moralists concerning the question, "Do the Ends justify the Means?"

Here are a few positions taken by philosophers:

1. The ends never justify the means.
2. The ends justify the means.
3. The end justifies the means if and only if the end is a moral good and the means only a physical evil.
4. The end justifies the means if and only if the end is a desirable end and the means a tolerable evil.

A great deal of confusion results when men confuse ends with means. The following statements are examples of confused, fuzzy thinking in which means are substituted for ends. Many of these you may agree or disagree with, but you are not to concern yourself with the ultimate truth according to your personal convictions. Rather, you are to rewrite each of these statements so that they are philosophically defensible.

1. The state has the right to build prisons.
2. The state has the obligation to build prisons.
3. The state has the right to have an army.
4. The state has the right to have police.
5. The state has the right to impose taxes.
6. Schools have the right to suspend students.
7. Teachers have the right to strike students.
8. Teachers have the right to strike.
9. Students have the right to demonstrate.
10. The police have the right to use billy clubs, Mace, tear gas, and bullets to quell disturbances.
11. The police have the right to shoot looters and snipers.
12. Individuals have the right to shoot policemen.
13. Doctors have the right to make heart transplants.
14. Individuals have the right to lie.
15. Students have the right to free transportation to and from school.

The Question of Ends and Means (Con't.)

Example Answers

1. The state has the right to protect the rights of its citizens and itself. (Prisons are only one means of many to accomplish this end.)
2. The state has the obligation to protect the rights of its citizens and itself.
3. Same as above (An army is only one means of many possible).
4. Same as above (A police force is only one means of many possible).
5. Same as above (Taxation is only one means).
6. Schools have the right to protect the rights of its students and teachers. (Suspension in only one means of maintaining discipline, which is itself a means)
7. Teachers have the right to protect the rights of their students and themselves. (Corporal punishment is only one means)
8. Teachers have the right to protect the rights of their students and themselves. (Striking in only a means)
9. Students have the right to protect their rights. (Demonstrations are only a means)
10. Police have the right to protect the rights of others. (Their method are means)
11. Same as above.
12. Individuals have the right to protect their rights.
13. Doctors have the right to protect the rights of others.
14. Individuals have the right to protect their rights.
15. Students have the right to protect their rights. (Demonstrations are only a means)

Basic Problems in Ethics

1. The Nature of GOOD and EVIL

    A. Is there a difference between MORAL GOOD and PHYSICAL GOOD?
    B. Is there a difference between MORAL EVIL and PHYSICAL EVIL?
    C. Is GOOD qualitative? Can one GOOD be better than another GOOD?
    D. Is EVIL qualitative? Can one EVIL be worse than another EVIL?
    E. Can a specific action be both GOOD and EVIL?

2. F. Does a man have responsibilities to himself?
    G. Does a man have responsibilities to his family?
    H. Does a man have responsibilities to the state?
    I. Does a man have responsibilities to mankind?
    J. Does a man have responsibilities to God?
    K. Is there any order of responsibilities?
    L. Can there be a conflict between responsibilities?

3. The relation between Religions and Ethical systems

    A. Was there a causal relationship between the rise of religions and civilizations?
    B. What are the different relationships between religions and governments?

4. Basic assumptions (a priori)

    A. There are many gods...Polytheism (almost all ancient religions plus present day Shinto, Hindu, and scattered tribal)
    B. There are two gods....Dualism (Zoastrianism with its God of Light at war with the God of Darkness is claimed to have influenced Judaism and Christianity with its concept of God and the Devil)
    C. There is one God......Monotheism (Judaism, Christianity, Islam, Mormonism, etc.) atheism or agnosticism
    D. There is no God.......(Confucianism, Buddhism, some Christian and Jewish sects. Stoicism, etc.)

5. Is there FREE WILL? Are all things determined or pre-destined?

ETHICS - 9

Definition of Ethics

Art and science of human acts and conduct under the particular aspect of "oughtness."

POSTULATES

God exists	God does not exist.	God's existence immaterial.
God created man.	Man evolved.	Man's creation immaterial.
In return for the gift of life, Man owes God respect for His rules.	In order to live, men must make agreements with each other.	Man's relationship with God and his fellow man is immaterial.
Man has free choice of action (with some limitations)	All actions are determined.	Whether the will is free or determined is immaterial; the illusion is sufficient.
Right and wrong exists. (Natural Law)	Right and wrong is a matter of culture.	Right and wrong is either legal or individual.
Man should do right and avoid evil.	Man should do what will benefit him and avoid what may harm him.	Man should do what will benefit the majority or the state.

CONSCIENCE--the intellect in the act of judging the morality of an action.

1. A correct conscience conforms to the Natural Law. (or Group mores, or state)
2. A certain conscience is positive it is right (it may in fact be erroneous).
3. A probable conscience is quite sure it is right.
4. A doubtful conscience is not sure it is right (in fact, suspects it)
5. A scrupulous conscience tends to find evil where it does not exist.
6. A lax conscience tends to overlook evil where it does exist.

ETHICS - 10

PRINCIPAL IDEAS (Thomas Acquinas)

The GOOD is an essentially relative term used in relation to an object and action--the quality of an object is dependent upon the nature of its suitability. Real good is that which is suitable to man's unitary nature or to some part but in proper subordination to his unitary nature. Apparent Good is that which is suitable to some part but not in proper subordination to his unitary nature.

Some actions are either intrinsically good or intrinsically evil. Most actions are morally indifferent--specific moral determinants make an action either good or evil and a particular kind of good or evil.

MORAL DETERMINANTS

1. END OF AGENT (If purpose is evil, action is evil). For example, the act of giving a person money is morally indifferent. If the purpose is to be charitable, the action is good; if the purpose is to induce a person to commit an evil act (bribery), the action is evil.

2. PERTINANT CIRCUMSTANCE. Eating, speaking, drinking, etc., are morally indifferent actions; yet, there are circumstances that can make any morally indifferent action either good or evil.

3. END OF THE OBJECT OR ACTION ITSELF.

PRINCIPLE OF THE DOUBLE EFFECT

If one is going to do something that has both an evil and good effect, it cannot be done if any one of the following four conditions are not properly satisfied.

1. Action is not evil per se.
2. Good effect follows at least as immediately as the bad.
3. Good effect is intended and the evil only permited.
4. Grave reason for performing or omitting the action.

PRINCIPLE OF THE DOUBLE EFFECT APPLIED TO PROBLEM OF ABORTION.

1. Killing is only a physical evil not evil per se.
2. If the good effect (saving of mother's life) follows immediately it may be permissible.
3. The saving of the mother's life is intended; the killing of the fetus by removal of the uterus only permited.
4. The mother would most probably die and the child as well if the operation is not performed.

OTHER ETHICAL PRINCIPLES APPLIED TO PROBLEM OF ABORTION

1. Abortion is killing; killing is murder; murder is evil.
2. The fetus is not human; hence its killing is not murder.
3. A woman has the right to determine whether or not she is to be a mother; Abortion is merely another form of family planning or birth control.

ETHICS - 11

SOME IDEAS CONCERNING THE RIGHTS OF THE STATE

1. All rights originate from the state.
2. All rights originate from the people.
3. All rights originate from God.
4. God gave the rights to the state for the protection of the commonweal.
5. God gave the rights to the people who in turn gave the rights to the state so long as the state maintains them.
6. All rights originate from power. (Might makes right)

SOME IDEAS CONCERNING THE RIGHTS OF PROPERTY

1. The possession of property gives the possessor the right to use it as he pleases.
2. The inheritance of property gives the heir the right to use it as he pleases.
3. Only that property that is earned by labor gives its possessor rights.
4. The ownership of property does not give rights, but only leads to envy, dissension, sloth, greed, and other evils. All property should be held in common.
5. The ownership of property (and money) is a natural right of man, but with the rights of ownership come the responsibilities to use it in such a manner that others' rights are not violated nor the commonweal endangered.

SOME IDEAS CONCERNING WARFARE

1. War can never be justified because it involves killing; killing is murder and is specifically forbidden by God.

2. War can always be justified as a natural means to achieve specific ends; however, it is stupid to engage in a war if there isn't a reasonable expectation of victory.

3. War may be justified if and only if the following conditions are met:
    a. Must be declared by legitimate authority.
    b. Must be fought in defense of rights.
    c. Must be reasonable expection of winning.
    d. Must be more to be gained than lost by waging the war.
    e. Must never employ immoral methods (e.g., indiscriminate killing of civilians, torturing of prisoners, etc.)

4. Individual citizens may presume that their leaders are moral men and have justified the war because of their superior knowledge.

5. Individual citizens may not presume that their leaders are moral men and may not blindly follow orders; they must follow their consciences.

ETHICS - 12

PRINCIPLE IDEAS OF VARIOUS PHILOSOPHERS

Ethics is a science in that it is the effort to acquire knowledge about the right and the good. We use the term "good" to recommend something as desired by society; by discovering what is desired, one is able to define the good. Human beings choose to perform whatever actions most appeal to them as they consider the possibilities. Moral valuations are emotional reactions according to normal expectations concerning the pleasant or unpleasant consequences of performing certain acts. Values and obligations are relative to the desires of persons, and they are objective in the sense that, as a matter of fact, human beings do prefer some things to others. A free will is not an undetermined will; it is a will which is not compelled. (Schlick --1930).

Pragmatism is both a philosophical method and a theory of truth. As a method, it resolves metaphysical disputes by asking for the practical consequences of alternative resolutions. Once a distinction of practice is made, theoretical difficulties disappear. As a theory of truth, pragmatism claims that ideas are ture insofar as they are satisfactory; to be satisfactory, ideas must be consistent with other ideas, conformable to facts, and subject to the practical tests of experience. (William James--1907)

Pleasure is the standard by which every good and every right actions is to be judged. No pleasure is in itself bad, and all pleasures are alike in quality. Certain natural desires are necessary, and the gratification of such desires is preferable to the gratification of unnecessary natural desires or desires attaching to artificially cultivated tastes. To achieve the good life, a life of moderate and enduring pleasure, a man must cultivate the virtues, particularly prudence, and study philosophy. Death is nothing to fear for while we live death is not with us; and when death comes, we no longer exist. (Epicurus--3rd Century B.C.)

Nature is one, the divine substance, God or Reason, so that virtue for man consists in being in harmony with the way of Nature. Virtue is the highest good. The ideal Stoic wills to control himself in those respects in which control is possible--in desiring, believing, and responding. Man's freedom, in a world in which all events are determined, is his power to assent or dissent to the course of events. Nothing that is according to Nature can be evil; hence, death is not evil, nor are the ordinary misfortunes of life. (Marcus Aureliusc--250 A.D.)

The wise man is the one who deals with the first beginning and the last end of the universe; truth is the final end, and the divine nature must first of all be considered if one is to understand first and last things. No truth of faith is contrary to principles known by reason. God understands not temporally but eternally; he understands all things at once by understanding their intelligible counterparts, but he knows individuals as well as universals. God's will is free, having no cause but his own wisdom; he does not of necessity love things other than Himself. In God there is active power, but not potentiality; he is essentially infinite, and his knowledge and understanding are infinite. Since man is a rational creature, his final happiness lies in the contemplation of God; but this end cannot be achieved in this life. (St. Thomas Acquinas c. 1260)

Those acts are right and good which produce the greatest happiness for the greatest number of persons. An act derives its moral worth not from its form but from its utility. Although it is the intrinsic worth of pleasure which gives value to acts conducive to pleasure, some pleasures are better than others in quality. The proof of the value of pleasure is that it is desired, and the proof of the claim that some pleasures are better than others is that experienced rational men prefer some pleasures to others. Justice is the appropriate name for certain social utilities by which the general good is realized. (John Stuart Mill--1859)

Decisions between hypotheses proposed to our belief are genuine options when they are living (of vital concern to us), forced (no third alternative is possible), and momentous (presenting a unique opportunity of considerable importance). Whenever a genuine option cannot be settled on intellectual grounds, it is right and necessary to settle it according to our passional inclinations. The religious option concerning the belief in God is a genuine option which promises most to the person who has the passional need to take the world religiously. Men possess free wills which are not determined; determinism--the theory that decisions are causally determined--fails to account for the sense of human freedom. (William James--1897)

Whatever rights and responsibilities the rulers and citizens have in a state are derived from some agreement; no social right is derived from nature. In a state of nature men live to preserve themselves; to make cooperation possible and to assure common security, states are instituted by social contracts. According to the contract, when a man places himself under the control of a sovereign, he is placing himself under the control of himself and his fellow citizens, for a sovereign exists in order to safeguard the citizens. The sovereign is limited to the making of general laws; he cannot pass judgment upon individuals. As a result of the joining of wills by the social contact, a general will, distinguishable from a collection of individual wills, comes into being. The ideal government is a small, elected group; and the ideal state is small enough to allow the citizens to know one another. (Jean Jacques Rousseau--1762)

In order to win and retain power a man is fortunate if he is born to power, for a man who rises to power by conquest or treachery makes enemies who must be eliminated. If a prince must be cruel--and sometimes he must to retain power--he should be cruel quickly, and he should cause great injuries, for small injuries do not keep a man from revenge. A prince should be concerned for the people he governs only to the extent that such concern strengthens his hold on the state. Although a prince can sometimes afford to be virtuous, flattery, deceit, and even murder are often necessary if the prince is to maintain himself in power. (Machiavelli--1532)

Punishment by nature is a physical evil. A physical evil becomes a moral evil if unjustified. A physical evil can be justified only if the end desired involves a good greater than the evil involved in the means to attain it. To be justified, punishment must be meted out in accordance to all of the following conditions: (1) The punishment must be appropriate; that is, it must suit the wrong action as well as the wrong doer; (2) The punishment must be administered with the proper intent; i.e., there is a reasonable expectancy that the punishment may bring about a desired change in actions and/or values and that it will act as a deterrent; (3) The punishment must be administered by proper authority. Revenge (by definition) involves the deliberate inflicting of physical evil without any intent of achieving a physical or moral good as its end result. (Acquinas)

Nothing interests men except material profit. Laws are necessary in order to control men; he who obeys the law is good, and he who disobeys the law is bad. Nothing is more important than having a prosperous state with strong armies; to make the realization of this goal possible, the ruler should use the promise of reward and the threat of punishment as instruments for the control of selfish citizens. (Han Fei Tzu-- c. 240 B.C.)

It is the state's duty to arrest and punish those who violate the laws designed to protect private safety and public order. Any violation of law must be punished, whatever its purpose. (Abe Fortas, 1969)

An individual's liberty can rightfully be constrained only in order to prevent his doing harm to others. Certain areas of human freedom cannot rightfully be denied: the freedom to believe, the freedom of taste, and the freedom to unite (for any purpose not involving harm to others). Open expressions of opinions should not be repressed, for if the repressed opinion is true, one loses the opportunity of discovering the truth; while if the repressed opinion is false, discussion of its falsity strengthens the opposing truth and makes the grounds of truth evident; furthermore, the truth may be divided between the prevailing opinion and the repressed one, and by allowing expression of both, one makes recognition of the whole truth possible. (J. Mill-1859)

The first principle of moral philosophy is the principle of utility which states that every man is morally obligated to promote the greatest happiness of the greatest number of persons. (Jeremy Bentham--1789)

In the state of nature there is a war of every man against every man; to secure peace men make contracts establishing a sovereign power who is not subject to civil law since by his will he creates law. Of the three forms of sovereignty, monarchy, aristocracy, and democracy, monarchy is the most effective in securing peace. The state--the great Leviathan--is an artificial man in which sovereignty is the soul, officers the joints, rewards and punishments the nerves, wealth its strength, safety its business, counselors its memory, equity and law its reason and will, peace its health, sedition its sickness, and civil war its death. Reasoning is the manipulation of names; truth is the correct ordering of names. Desire is motion toward an object, and aversion is motion away; the good and bad are understood by reference to desire and aversion. (Thomas Hobbes--1651)

Life is the will to power, and he who would truly live must overcome the beliefs and conventions of common men; he must become an overman (superman). Those who teach the Christian virtues of pity and meekness seek to corrupt men, to destroy his will to power, and to make him submit to those who prosper from the conventional way. Men who do not have the courage to live seek to escape by sleeping, by prizing the soul more than the body, and by seeking peace instead of war. The overman is virtuous when he frees himself from the belief in God and from the hope of an afterlife; he is nauseated by the rabble, and his joy comes from surpassing those who live by false hopes and beliefs. Worship of any sort is a return to childhood; if men must worship, let them worship donkeys if that suits them. (Nietzsche--1883)

Jen, the ideal relationship among human beings, is the perfect virtue of men. Man is basically close to _jen_ by his very nature, but his actions should be controlled by _li_, the rules of propriety. The ideal man is one who practices _jen_ in accordance with _li_; consequently, he treasures and seeks the _tao_, the right way. (Confucious--6th Century B.C.)

The good is that at which all things aim; the good for man is happiness, and happiness is the realization of man's essential nature. To act in accordance with reason, to be virtuous, usually involves choosing the mean between extremes of conduct; for example, the virtue courage is the mean between rashness and cowardice. Some kinds of acts are inherently bad and no temperate action is possible in such cases: for example, adultery and murder. (Aristotle--4th Century B.C.)

A man is wise only when he is aware of his own ignorance. To point out the weaknesses in a state is to do the state a service. The important thing is not to live, but to live honorably. It is never right to defend oneself against injury by an act of retaliation. To remain in a state, after having been reared and educated under its laws, is, in effect to agree to abide by its laws. All men desire to act for the sake of some good. No man can act as he wills if he acts in ignorance of the good; if a man acts wrongly, he acts in ignorance of the evil he does. Consequently, punishment should aim at rehabilitation, and it is better to be punished for one's misdeeds than to escape punishment. The ideal republic is one in which the classes are carefully built up by controlled breeding, education, and selection; society is communized in order to eliminate quarrels about personal property. A good statesman can rule no matter what the form of government. Laws are necessary in a state, but the ruler is more important than the laws; in many cases he must judge when the laws do not apply. Laws are initiated when communities seek to fix custom; the best form of government is a combination of democracy and monarchy for such a state combines freedom and wisdom. The laws should provide for censorship of the improper kinds of music, dancing, poetry, eulogies, and drama; they should discourage all love but the love of soul, and they should provide for the rehabilitation of criminals. (Socrates-Plato)

Every human being is born good; hence; if man maintains his original nature he will remain good. (Mencius--3rd Century B.C.)

Universal love is the source of the good, and by rewards and punishments human beings can be encouraged to love universally. Uniformity of value standards is achieved by establishing the way of the most virtuous and capable "Son of God" as the moral standard. Agressive war should never be practiced since it is neither politically nor economically advantageous. (Mo Ti -- 4th Century B.C.)

At birth the mind is a blank tablet; no one is born with innate ideas. All of our ideas come from experience, either from sensation or reflection. All simple, uncompounded ideas come from experience; and the mind, by combining simple ideas, forms new complex ideas. (John Locke--1690)

To be morally responsible a person must be intelligent, capable of making moral distinctions, uncoerced, and actively involved in a situation in which not all of his behavior is predictable in advance. To ask, "Why should I be moral?" is to ask a senseless question, for it pre-supposes the instrumentality of moral action. The sense in which morality as an end in itself is an end for man is that through moral action man realized himself. (F. Bradley--1876)
